

# DOCUMENT RESUME

ED 063 050

48

PS 005 703

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 TITLE A Cognitive Curriculum for Young Children. Volume III: The Kindergarten Curriculum. Final Report.  
 INSTITUTION California Univ., Los Angeles. Early Childhood Research Center.  
 SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.  
 BUREAU NC BR-5-0701  
 PUB DATE 71  
 CONTRACT OEC-5-85-045  
 NOTE 465p.

EDRS PRICE MF-\$0.65 HC-\$16.45  
 DESCRIPTORS Audiovisual Instruction; Curriculum Design; \*Early Childhood Education; Instructional Materials; \*Kindergarten; \*Language Programs; Program Descriptions; \*Programed Instruction; \*Reading Instruction; Teaching Techniques

IDENTIFIERS \*Preschool Language Project

## ABSTRACT

This third, and final, volume of the final report of the Preschool Language Project contains the audiovisual programs of the Kindergarten Curriculum developed during the course of the five-year study. The programs are presented first in chronological sequence, and then by subject categories. The subject categories are: Reading, Language Modeling, Matrix, Numerals, Science, Math-Science, and Logic. The materials and instructional objectives are specified for each program, as are the general procedure, vocabulary, visual, auditory (teacher commentary), and confirmation. (For related documents, see PS 005 701 and 702.) (DB)

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A COGNITIVE CURRICULUM FOR YOUNG CHILDREN

Volume III: The Kindergarten Curriculum

Prepared at the

Early Childhood Research Center

Carolyn Stern, Director

A five-year experimental research study funded by the United  
States Office of Education, Contract No. OE 5-85-045, admin-  
istered through the University of California, Los Angeles.  
Carolyn Stern and Evan R. Keislar, Principal Investigators.

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## THE KINDERGARTEN CURRICULUM

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THE KINDERGARTEN CURRICULUM  
(Chronological Sequence)

Wk/Day	Name of Program
<u>SEMESTER 3</u>	
1-1a	Reading 1: Left and Right
1-1b	Language Modeling 1-1: Tom and Betty
1-2a	Reading 2: Left and Right
1-2b	Numerals 1: Review Numerals One to Five
1-3a	Reading 3: Left to Right
1-3b	Language Modeling 1-2: Tom and Betty
2-1a	Numerals 2: Identifying Sets
2-1b	Reading 4: The Three Little Kittens
2-2a	Reading 5: "Yes" and "No"
2-2b	Language Modeling 1-3: Tom and Betty
2-3a	Reading 6: Monty Monkey
2-3b	Matrix 1
2-4a	Reading 7: Marking "Yes" and "No"
2-4b	Language Modeling 1-4: Tom and Betty
3-1a	Numerals 3: Identifying Sets
3-1b	Matrix 2
3-2a	Math-Science 1: Objects and Properties
3-2b	Reading 8: Review of Left, Right, First, Middle, and Last
3-3a	Matrix 3
3-3b	Reading 9: Alphabet
3-4a	Math-Science 2: Objects and Properties
3-4b	Reading 10: Alphabet Song
3-4b	Reading 11: Left to Right
4-1a	Math-Science 3: Objects and Properties
4-1b	Reading 12: Alphabet Kinesthetics ("t," "o")
4-2a	Math-Science 4: Senses
4-2b	Reading 13: Review
4-3a	Matrix 4
4-3b	Math-Science 5: Senses



Wk/Day	Name of Program
4-4a	Reading 14: Alphabet Kinesthetics ("o," "p," "t")
4-4b	Matrix 5
5-1a	Math-Science 6: Naming Sets
5-1b	Reading 15: Alphabet Kinesthetics ("s," "n")
5-2a	Reading 16: Review
5-2b	Matrix 6
5-3a	Math-Science 7: Representing Sets
5-3b	Reading 17: "And" and "The"
5-4a	Reading 18: Test
6-1a	Math-Science 8: Test
6-1b	Language Modeling 2-1: Circus
6-2a	Matrix 7: Review
6-2b	Language Modeling 2-2: Circus
6-3a	Math-Science 9: Representing Sets
6-3b	Language Modeling 2-3: Circus
7-1a	Matrix 8
7-1b	Reading 19: Building Words with Tabs
7-2a	Reading 20: Alphabet Kinesthetics ("a")
7-2b	Language Modeling 3-1: Thanksgiving
7-3a	Math-Science 10: Subsets
7-3b	Language Modeling 3-2: Thanksgiving
7-4a	Matrix 9
7-4b	Language Modeling 3-3: Thanksgiving
8-1a	Math-Science 11: Subsets
8-1b	Reading 21: Tab Letters
8-2a	Matrix 10: Review
8-2b	Social Studies 1
8-3a	Math-Science 12: Subsets
8-3b	Reading 22: Tab Letters
8-4a	Social Studies 2
8-4b	Reading 23: Words and Phrases
9-1a	Math-Science 13: Making Subsets
9-1b	Language Modeling 4-1: Christmas
9-2a	Reading 24: Word Lotto

Wk/Day	Name of Program
9-2b	Language Modeling 4-2: Christmas
9-3a	Math-Science 14: Naming Subsets
9-3b	Language Modeling 4-3: Christmas
10-1a	Matrix 11: Review
10-1b	Math-Science 15: Dichotomizing
10-2a	Reading 25: Letter and Word Review
10-2b	Social Studies 3
10-3a	Matrix 12
10-3b	Math-Science: Sorting Long and Short
10-4a	Social Studies 4
10-4b	Reading 26: Review Sight Words
11-1a	Math-Science 17: Hardness and Smoothness
11-1b	Reading 27: Letter Identification
11-2a	Matrix 13
11-2b	Social Studies 5
11-3a	Math-Science 18: Sorting by Color, Length, and Edibility
11-3b	Reading 28: Beginning Sounds and Letters
11-4a	Matrix 14
11-4b	Reading 29: Beginning and Ending Sounds and Letters
12-1a	Math-Science 19: Negative Subsets
12-1b	Social Studies 6
12-2a	Reading 30: Alphabet Kinesthetics ("r," "a," "s," "n," "m")
12-2b	Language Modeling 5-1: Vacation Time
12-3a	Math-Science 20: Choosing Subsets
12-3b	Language Modeling 5-2: Vacation Time
12-4a	Reading 31: Beginning Sounds and Letters
12-4b	Language Modeling 5-3: Vacation Time
13-1a	Social Studies 7
13-1b	Reading 32: Beginning and Ending Sounds and Letters
13-2a	Math-Science 21: Intersection
13-2b	Reading 33: Tab Letters
13-3a	Matrix 15
13-3b	Social Studies 8
13-4a	Reading 34: Tab Letters
13-4b	Science 22: Intersection

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Wk/Day	Name of Program
<u>SEMESTER 4</u>	
1-1a	Math-Science 23: Intersection
1-1b	Reading 35: Beginning Sounds and Letters
1-2a	Matrix 16
1-2b	Reading 36: Ending Sounds and Letters
1-3a	Math-Science 24: Intersection
1-3b	Sequencing 1
1-4a	Matrix 17
1-4b	Reading 37: Discrimination
2-1a	Math-Science 25: Intersection Cards
2-1b	Reading 38: Alphabetic Kinesthetics ("d," "i")
2-2a	Matrix 18
2-2b	Sequencing 2
2-3a	Math-Science 26: Venn Diagrams
2-3b	Reading 39: Beginning and Ending Sounds and Letters
3-1a	Math-Science 27: Numerals
3-1b	Social Studies 9
3-2a	Reading 40: Matrix
3-2b	Language Modeling 6-1: Clean-up Time
3-3a	Math-Science 28: Naming Numerals
3-3b	Language Modeling 6-2: Clean-up Time
3-4a	Reading 41: Matrix
3-4b	Language Modeling 6-3: Clean-up Time
4-1a	Math-Science 29: Locating Numerals
4-1b	Social Studies 10
4-2a	Reading 42: Magic Slate with Tab Letters
4-2b	Sequencing 3
4-3a	Math-Science 30: Matching Numerals with Sets
4-3b	Reading 43: Treasure Map
5-1a	Reading 44: Discrimination
5-1b	Social Studies 11
5-2a	Math-Science 31: Indirect Correspondence
5-2b	Reading 45: Reading Booklet

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Wk/Day	Name of Program
5-3a	Sequencing 4
5-3b	Social Studies 12
5-4a	Math-Science 32: Indirect Correspondence
5-4b	Reading 46: "Tim, The Rat"
6-1a	Math-Science 33: Numerals One to Five
6-1b	Language Modeling 7-1: Toy Store
6-2a	Reading 47: Letter Review Test
6-2b	Language Modeling 7-2: Toy Store
6-3a	Math-Science 34: Numerals Six and Seven
6-3b	Reading 48: Word Naming
6-4a	Language Modeling 7-3: Toy Store
6-4b	Reading 49: Word Naming
7-1a	Math-Science 35: Numeral Eight
7-1b	Sequencing 5
7-2a	Social Studies 13
7-2b	Reading 50: Alphabet Kinesthetics ("b," "c")
7-3a	Math-Science 36: Numeral Nine
7-3b	Logic 1: Information
7-4a	Sequencing 6
7-4b	Reading 51: Beginning and Ending Sounds and Letters
8-1a	Math-Science 37: Numeral Ten
8-1b	Logic 2: Information
8-2a	Reading 52: Matching Picture to Sound and Letter
8-2b	Language Modeling 8-1: Easter Time
8-3a	Math-Science 38: Numeral Practice
8-3b	Language Modeling 8-2: Easter Time
8-4a	Reading 53: Matching Picture to Sound and Letter
8-4b	Language Modeling 8-3: Easter Time
9-1a	Math-Science 39: More Than or Same Number
9-1b	Logic 3: Information
9-2a	Social Studies 14
9-2b	Reading 54: Magic Slate with Tab Letters
9-3ab	Logic 4: Yes, No, Can't Tell

Wk/Day	Name of Program
9-4a	Math-Science 40: More, Less, or Same Number
9-4b	Reading 55: Matrix
10-1a	Sequencing 7
10-1b	Logic 5: Yes, No, Can't Tell
10-2a	Math-Science 41: More, Less, or Same Number
10-2b	Reading 56: Words, Phrases, and Sentences
10-3a	Logic 6: Yes, No, Can't Tell
10-3b	Reading 57: Oral Drill
10-4a	Math-Science 42: More, Less, or Same Number
10-4b	Reading 58: "Bob, The Cat"
11-1a	Math-Science 43: More, Less, or Same Number
11-1b	Reading 59: Alphabet Kinesthetics ("f," "h")
11-2a	Logic 7: Johnny's Mouse
11-2b	Sequencing 8
11-3a	Math-Science 44: More, Less, or Same Number
11-3b	Reading 60: Sound and Blend Tab Board
11-4a	Logic 8: Introduction to All, Some, and None
11-4b	Reading 61: Oral Drill
12-1a	Math-Science 45: Add and Subtract
12-1b	Reading 62: Alphabet Kinesthetics ("e")
12-2a	Logic 9: All, Some, None
12-2b	Reading 63: Tab Letter Review; Phrase Discrimination
12-3a	Math-Science 46: More, Less, or Same Number
12-3b	Reading 64: Treasure Map
12-4a	Math-Science 47: Add and Subtract
12-4b	Logic 10: All, Some, None
13-1a	Math-Science 48: How Many?
13-1b	Reading 65: Alphabet Kinesthetics ("l," "g," "v," "w")
13-2a	Logic 11: Yes, No, Can't Tell
13-2b	Math-Science 49: Add and Subtract
13-3a	Reading 66: Matrix
13-3b	Language Modeling 9-1: Children's Zoo
13-4a	Logic 12: All, Some, None

Wk/Day	Name of Program
13-4b	Language Modeling 9-2: Children's Zoo
14-1a	Language Modeling 9-3: Children's Zoo
14-1b	Reading 67: Bob, The Cat"
14-2a	Math-Science 50: Add and Subtract
14-2b	Logic 13: All, Some, None
14-3a	Reading 68: "Bob, The Cat"
14-3b	Math-Science 51: Add and Subtract
14-4a	Logic 14: Yes, No, Can't Tell
14-4b	Reading 69: Rinal Word and Letter Drill
15-1ab	Social Studies 15

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THE KINDERGARTEN CURRICULUM  
(Subject Categories)

Wk/Day	Name of Program	Materials	Instructional Objectives
A. READING: SEMESTER 3			
1-1a	Reading 1. Left and Right	Booklets, Pens, Tape	Respond appropriately to left and right by naming position and marking booklet.
1-2a	Reading 2. Left and Right	Booklets, Pens, Tape	Respond appropriately to left and right by marking booklet.
1-3a	Reading 3. Left to Right	Booklets, Pencils, Tape	Draw line from left to right.
2-1b	Reading 4. Three Little Kittens	Format Boards, Cards, Tape	Respond appropriately to first, middle, and last by placement of cards.
2-2a	Reading 5. "Yes" and "No"	Booklets, Pens, Tape	Respond appropriately to words "yes" and "no."
2-3a	Reading 6. Monty Monkey	Booklet, Tape	Read words "yes" and "no."
2-4a	Reading 7. Marking "yes" and "No"	Booklets, Pens, Tape	Respond to words "yes" and "no" by marking appropriately in booklet.
3-2b	Reading 8. Review	Booklets, Pens, Tape	Respond to left, right, first, middle, and last by marking appropriately in booklet.
3-3b	Reading 9. Alphabet	Alphabet and Letter Boards	Point to and produce the sound for all letters in alphabetical order.
3-4b	Reading 10. Alphabet Song	Alphabet Boards, Tape	Point to specific letters when the complete alphabet is presented.
3-4b	Reading 11. Left to Right	Alphabet Road Pictures, Tape	Respond to "left to right" by pointing and producing the sound of each letter in alphabetical order.

4-1b	Reading 12. Alphabet Kinesthetics	Booklets, Pens, Tape	Trace the shape and say the name of the letters "t" and "o;" combine letters to build the word "to" in marking booklet.
4-2b	Reading 13. Review	Booklets, Pens, Tape	Identify the words "yes," "no," and "to" by marking appropriately in booklet.
4-4a	Reading 14. Alphabet Kinesthetics	Booklets, Pens, Tape	Trace the shape and say the name of the letters "o," "p," "t;" respond appropriately to first, middle, and last in marking booklet.
5-1b	Reading 15. Alphabet Kinesthetics	Booklets, Pens, Tape	Trace the shape and say the name of the letters "s" and "n" in marking booklet.
5-2a	Reading 16. Review	Booklets, Pens, Tape	Produce names of letters "t," "s," "o," "n," "p," and name these letters in words; when presented with three of these letters, will mark one named.
5-3b	Reading 17. "And" and "the"	Booklets, Pens, Tape	When shown two words, "and" and "the," will mark one named; read phrases.
5-4a	Reading 18. Test	Booklets, Pencils	Name letters; spell, say, and select words; re- spond to first, middle, last, left, and right.
7-1b	Reading 19. Building Words With Tabs	Tab Boards, Tab Letters and Word	Build words using the tab letters "p," "o," "t," and word "the."
7-2a	Reading 20. Alphabet Kinesthetics	Booklets, Pens, Tape	Trace the shape and say the name of the letter "a;" spell and read words in marking booklet.
8-1b	Reading 21. Tab Letters	Tab Boards, Tab Letters and Word	Build sentence with tab letters and words.
8-3b	Reading 22. Tab Letters	Tab Boards, Tab Letters and Words	Build sentence with tab letters and words.
8-4b	Reading 23. Words and Phrases	Booklets, Pens, Tape	Select appropriate word or phrase in marking booklet.
9-2a	Reading 24. Word Lotto	Lotto Boards, Cards	Select and name word in Lotto board game.



10-2a	Reading 25. Letter and Word Review	Booklets, Pens, Tape	Trace the shape and say the name of letters, spell and read words in marking booklet.
10-4b	Reading 26. Review Sight Words	Booklets, Pens, Tape	Underline, spell and trace words in marking booklet.
11-1b	Reading 27. Letter Identification	Booklets, Pens, Tape	Name and select letters in marking booklet.
11-3b	Reading 28. Beginning Sounds and Letters	Booklets, Pens, Tape	Select word that has the same beginning sound and letter as a given word in marking booklet.
11-4b	Reading 29. Beginning and Ending Sounds	Booklets, Pens, Tape	Select word that has the same beginning or ending sound and letter as a given word.
12-2a	Reading 30. Alphabet Kinesthetics	Booklets, Pens, Tape	Trace the shape and say the name of "r," "a," "s," "n," "m;" spell and say words using letters.
12-4a	Reading 31. Word Identification; Sounds	Booklets, Pencils, Tape	Name and select letters; select word that has the same beginning sound and letter as given word.
13-1b	Reading 32. Beginning and Ending Sounds	Booklets, Pencils, Tape	Select letters or words that have the same beginning or ending sound and letter as given word.
13-2b	Reading 33. Tab Letters	Tab Boards, Tab Letters and Words	Build a sentence with tab letters and words.
13-4a	Reading 34. Tab Letters	(SAME AS 33)	(SAME AS READING 33)

#### A. READING: SEMESTER 4

1-1b	Reading 35. Beginning Sounds	(NONE)	Produce word with the same beginning sound as a given word in Listening Game.
1-2b	Reading 36. Ending Sounds	Maps, Cards	(SAME AS READING 35) Place word that has the same beginning letter as last letter of preceding word.
1-4b	Reading 37. Discrimination	Booklets, Pens, Tape	Select appropriate word or phrase in marking booklet.
2-1b	Reading 38. Alphabet Kinesthetics	Booklets, Pens, Tape	Trace the shape and say the name of the letters "d" and "i;" spell and read words.

2-3b	Reading 39. Beginning and Ending Sounds	Booklets, Pens, Tape	Select word that has the same beginning or ending sound and letter as a given word.
3-2a	Reading 40. Matrix	Matrix Boards, Cards	Using row and column letter clues, spell and say word, and place in correct matrix cell.
3-4a	Reading 41. Matrix	(SAME AS 40)	(SAME AS READING 40)
4-2a	Reading 42. Magic Slate, Tab Letters	Slate, Stylus, Tab Board, Letters	Reproduce teacher's sounding of letters and blend into simple words.
4-3b	Reading 43. Treasure Map	Maps, Cards	Place word that has the same beginning letter as the last letter of preceding word on map.
5-1a	Reading 44. Discrimination	Booklets, Pens, Tape	Select appropriate word in marking booklet.
5-2b	Reading 45. Reading Booklet	Booklets, Tape	Reproduce teacher's rhyming of words; say words and simple sentences.
5-4b	Reading 46. Tim, The Rat	Booklets, Tape	Read simple sentences.
6-2a	Reading 47. Letter Review Test	Booklets, Pens, Tape	Trace the shape and say the name of letters; when presented with three of these letters, will mark the one named.
6-3b	Reading 48. Word Naming	Cards	Recognize and say word in Word Card Game.
6-4b	Reading 49. Word Naming	Cards	(SAME AS READING 48)
7-2b	Reading 50. Alphabet Kinesthetics	Booklets, Pens, Tape	Trace the shape and say the name of letters "b" and "c;" select word or phrase in marking booklet.
7-4b	Reading 51. Beginning and Ending Sounds	Booklets, Pens, Slate, Tape	Name and select letters; select word that has the same beginning or ending sound as a given word.
8-2a	Reading 52: Matching Picture to Sound	Booklets, Pens, Tape	Match pictures of objects whose names begin with the same sound and letter.
8-4a	Reading 53.	(SAME AS 52)	(SAME AS READING 52)
9-2b	Reading 54.	(SAME AS 42)	(SAME AS READING 42)
9-4b	Reading 55.	(SAME AS 40)	(SAME AS READING 40)

10-2b	Reading 56. Words, Phrases, Sentences	Cards, Tape	Reproduce teacher's sounding of letters and blend into words; read words, phrases, simple sentences.
10-3b	Reading 57. Oral Drill	Cards, Tape	Read words, phrases, and simple sentences.
10-4b	Reading 58. Bob the Cat	Booklets, Tape	Read words, phrases, and simple sentences.
11-1b	Reading 59. Alphabet Kinesthetics	Booklets, Pens, Tape	Trace shape and say name of letters "f," "h;" select word that begins with "f" or "h" in booklet.
11-3b	Reading 60. Sound and Blend Tab Board	Tab Board, Letters, Booklets, Pens, Tape	Reproduce teacher's sounding of letters and blend into simple word; select word in marking booklet.
11-4b	Reading 61. Oral Drill	Cards, Tape	(SAME AS READING 56)
12-1b	Reading 62. Alphabet Kinesthetics	Booklets, Pens, Matrix Boards, Cards, Tape	Trace shape and say name of letter "e;" select letter "e," and words that have "e" in the middle; use matrix skills to place words in matrix cells.
12-2b	Reading 63. Tab Review, Phrase Discrimination	Tab Board, Letters, Cards, Booklets, Pens, Tape	Reproduce teacher's sounding of letters and blend into simple word; select phrase in marking booklet.
12-3b	Reading 64. Treasure Map	Maps, Cards, Pens, Booklets, Tape	Place word that has same beginning sound and letter as last letter of preceding word on map.
13-1b	Reading 65. Alphabet Kinesthetics	Booklets, Pens, Tape	Trace shape and say name of "l," "g," "v," "w;" spell, say, select words using these letters.
13-3a	Reading 66. Matrix	(SAME AS 40)	(SAME AS READING 40)
14-1b	Reading 67. Bob the Cat	Booklets, Tape	Read words, phrases, and simple sentences.
14-3a	Reading 68. Bob the Cat	Booklets, Tape	Read words, phrases, and simple sentences.
14-4b	Reading 69. Final Word and Letter Drill	Alphabet Cards, Word Cards	Produce names of all letters; say words in card drill.

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B. LANGUAGE MODELING: SEMESTER 3

1-1b	Language Modeling 1-1. Tom and Betty	Booklet, Tape	Substitute a pronoun for a noun and produce a complete positive statement.
1-3b	Language Modeling 1-2. Tom and Betty	Booklet, Tape	Answer a question substituting a pronoun for a noun, and produce a complete positive statement.
2-2b	Language Modeling 1-3. Tom and Betty	Booklet, Tape	Answer a question substituting a pronoun for a noun, and produce a complete positive or negative statement.
2-4b	Language Modeling 1-4. Tom and Betty	Booklet, Tape	Ask and answer questions, substituting a pronoun for a noun.
6-1b 6-2b 6-3b	Language Modeling 2-1, 2-2, 2-3. Circus	Booklet, Tape	Listen to a and echo b on Day 1, listen to b and echo a on Day 2; on Day 3, answer questions, substituting a pronoun for a noun, and produce a complete positive or negative statement.
7-2b 7-3b 7-4b	Language Modeling 3-1, 3-2, 3-3. Thanksgiving	Booklet, Tape	(SAME AS LANGUAGE MODELING 2 FOR FOLLOWING PROGRAMS)
9-1b 9-2b 9-3b	Language Modeling 4-1, 4-2, 4-3. Christmas	Booklet, Tape	
12-2b 12-3b 12-4b	Language Modeling 5-1, 5-2, 5-3. Vacation Time	Booklet, Tape	

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B. LANGUAGE MODELING: SEMESTER 4

3-2b 3-3b 3-4b	Language Modeling 6-1, 6-2, 6-3. Clean-Up Time	Booklet, Tape	
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(SAME AS LANGUAGE MODELING 2 FOR FOLLOWING PROGRAMS)

6-1b	Language Modeling 7-1,	Booklet, Tape	
6-2b	7-2, 7-3. Toy Store		
6-4a			
8-2b	Language Modeling 8-1,	Booklet, Tape	
8-3b	8-2, 8-3. Easter Time		
8-4b			
13-3b	Language Modeling 9-1,	Booklet, Tape	
13-4b	9-2, 9-3. Children's		
14-1a	Zoo		
*****			
C. MATRIX: SEMESTER 3			
2-3b	Matrix 1	Booklets, Pens, Tape	Identify "matrix" and "cell;" respond to first, second, and third cell by marking in booklet.
3-1b	Matrix 2	Matrix Boards, Cards	Respond to first, second, and third cell by placing appropriate picture in matrix cell.
3-3a	Matrix 3	Booklets, Pens, Tape	Select objects which go together on the basis of color or pattern by marking in booklet.
4-3a	Matrix 4	Boards, Cards	Identify "row" and "clue;" place appropriate picture in matrix cell as indicated by row clue.
4-4b	Matrix 5	Booklets, Pens, Tape	Select missing row clue or cell picture in marking booklet.
5-2b	Matrix 6	Boards, Cards	Identify "column" clue; place appropriate picture in matrix cell as indicated by row and column clues.
6-2a	Matrix 7. Review	Booklets, Pencils, Tape	Review of Matrix 1-6.
7-1a	Matrix 8	Boards, Cards	Place appropriate picture in matrix cell as indicated by row and column clues.
7-4a	Matrix 9	Booklets, Pens, Tape	Mark appropriate picture for blank matrix cell as indicated by row and column clues.

8-2a	Matrix 10. Review	Matrix Board	Identify the first, second, third cell/row/ column, the column clue and the row clue.
10-1a	Matrix 11. Review	Boards, Cards	Identify row and column clues on matrix board; place pictures as indicated by clues.
10-3a	Matrix 12	Completed Boards, Tape	Select pictures as indicated by row and column clues, and remove them from completed matrix.
11-2a	Matrix 13	Boards, Cards, Tape	(SAME AS MATRIX 8)
11-4a	Matrix 14	Booklets, Pens, Tape	Mark specified cell and select appropriate picture as indicated by row and column clues.
13-3a	Matrix 15	Boards, Cards	(SAME AS MATRIX 8)

C. MATRIX: SEMESTER 4

1-2a	Matrix 16	Booklets, Pens, Tape	(SAME AS MATRIX 14)
1-4a	Matrix 17	Boards, Cards	Place appropriate row or column clue in clue position as indicated by completed cells.
2-2a	Matrix 18	Booklets, Pens, Tape	Mark appropriate row or column clue as indicated by completed cells.

D. NUMERALS: SEMESTER 3

1-2b	Numerals 1. Review 1-2-3-4-5.	Booklets, Pens, Cards, Tape	Select and name numerals one to five.
2-1a	Numerals 2. Identifying Sets	Booklets, Pens, Cards, Tape	Count and select the appropriate numeral for a number of objects.
3-1a	Numerals 3. Identifying Sets	Booklets, Pens, Tape	Select set with the same as, more, or less objects than a given set.

E. MATH-SCIENCE: SEMESTER 3

3-2a	Science 1. Objects and Properties	Booklets, Pens, Objects, Tape	Label things about them as objects; name a number of properties that characterize objects.
3-4a	Science 2. Objects and Properties	Objects, Paper bags, Tape	Distinguish visual and tactile properties.
4-1a	Science 3. Objects and Properties	Booklets, Pens, Objects, Tape	Name properties of objects, and mark senses used to distinguish those properties.
4-2a	Science 4. Senses	Objects, Food	Name senses used in distinguishing properties.
4-3b	Science 5. Senses	Booklets, Objects, Pens, Cards, Tape	Select senses used to distinguish properties of two objects.
5-1a	Science 6. Naming Sets	Set Cards, Objects	Identify "set" and "element;" give set identifying label by listing its elements.
5-3a	Science 7. Representing Sets	Booklets, Objects, Cards, Pens, Tape	Identify sets as being the same when elements are moved; mark representation of real set in booklet.
6-1a	Science 8. Test	Booklets, Objects, Cards, Pens, Tape	Name properties of objects, select senses used, and identify sets in marking booklet.
6-3a	Science 9. Representing Sets	Booklets, Objects, Cards, Pens, Tape	Select representation of real set in marking booklet; construct set on card.
7-3a	Science 10. Subsets	Set Cards, Objects, Tape	Label a set using some of the elements of a given set as a "subset."
8-1a	Science 11. Subsets	Booklets, Objects, Cards, Pens, Tape	Select subset by marking appropriately in booklet.
8-3a	Science 12. Subsets	(SAME AS SCIENCE 11)	Identify positive or negative representation of subset in marking booklet.
9-1a	Science 13. Subsets	Set Cards, Objects	Construct subsets on cards.
9-3a	Science 14. Naming Subsets	Set Cards, Objects	Construct subset according to criteria of having or not having a named property.
10-1b	Science 15. Dichotomizing	Loops, Objects	Construct subset, using the common property which dichotomizes objects into one of two groups.



10-3b	Science 16. Sorting Long and Short	Loops, Objects	Identify common property of length relative to width, sort objects on these dimensions, and construct subset.
11-1a	Science 17. Hardness and Smoothness	Loops, Objects	Identify properties of hard-soft or smooth-rough common to elements of a given set; construct subset according to criteria.
11-3a	Science 18. Color, Length, Edibility	Loops, Objects	Construct subset using property of color, length, or edibility.
12-1a	Science 19. Negative Subsets	Loops, Objects	Construct and name dichotomous subsets according to criteria of having or not having given property.
12-3a	Science 20. Choosing Subsets	Loops, Objects	Dicotomize set of objects by properties and their negation; construct subsets.
13-2a	Science 21. Intersection	Loops, Objects	Construct subsets and intersection.
13-4b	Science 22. Intersection	Loops, Objects	(SAME AS SCIENCE 21)

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#### E. MATH-SCIENCE: SEMESTER 4

1-1a	Science 23. Intersection	Loops, Objects	(SAME AS SCIENCE 21)
1-3a	Science 24. Intersection	Set Cards, Objects	(SAME AS SCIENCE 21)
2-1a	Science 25. Intersection	Set Cards, Objects	(SAME AS SCIENCE 21)
2-3a	Science 26. Venn Diagrams	Booklets, Objects, Pens, Tape	Mark position of object in Venn diagram using dimensions of color and shape in marking booklet.
3-1a	Math 27. Numerals	Numerals Strips	Name numeral and count in sequence.
3-3a	Math 28. Naming Numerals	Strips, Cards, Paperclip, Tape	(SAME AS MATH-SCIENCE 27)
4-1a	Math 29. Locating Numerals	Booklets, Pens, Strips, Tape	Count to given numeral on strip and select same numeral in marking booklet.
4-3a	Math 30. Matching Numerals	Booklets, Strips, Pens, Cards, Tape	Select numeral representing the number of elements in a given set on numeral strip.



5-2a	Math-Science 31.	(SAME AS 30)	(SAME AS MATH-SCIENCE 30)
5-4a	Math 32. Indirect Correspondence	Booklets, Strips, Pens, Tape	Draw one-to-one correspondence between printed set and numeral strip; mark appropriate numeral.
6-1a	Math 33. Numerals 1-5	Booklets, Pens, Strips, Tape	Mark numeral corresponding to given set; identify numerals one to five by marking in booklet.
6-3a	Math 34. Numerals 6, 7	Booklets, Crayons, Pens, Tape	Trace the shape and say the name of numerals six and seven; mark numeral corresponding to a given set or its name.
7-1a	Math 35. Numeral 8	(SAME AS 34)	(SAME AS MATH-SCIENCE 34)
7-3a	Math 36. Numeral 9	(SAME AS 34)	(SAME AS MATH-SCIENCE 34)
8-1a	Math 37. Numeral 10	(SAME AS 34)	(SAME AS MATH-SCIENCE 34)
8-3a	Math 38. Numeral Practice	Booklets, Crayons, Pens, Cards	Write numerals six to ten; mark appropriate numeral in booklet.
9-1a	Math 39.	Squares	Compare and describe sets, using terms "more than" and "same number."
9-4a	Math 40.	Booklets, Pens, Tape	Select set with same, more, or less objects than a given set.
10-2a	Math 41.	Sticks, Boxes	(SAME AS MATH-SCIENCE 39)
10-4a	Math 42.	(SAME AS MATH 40)	(SAME AS MATH-SCIENCE 40)
11-1a	Math 43.	(SAME AS MATH 40)	(SAME AS MATH-SCIENCE 40)
11-3a	Math 44.	Squares, Boxes, Numeral Card	Count to eight; use terms "same number," "more than," and "less than" to compare sets.
12-1a	Math 45.	Strips, Cards, Toys	Identify numerals; add and subtract.
12-3a	Math 46.	(SAME AS MATH 40)	(SAME AS MATH-SCIENCE 40)
12-4a	Math 47.	(SAME AS MATH 45)	Name and select numerals that tell how many.
13-1a	Math 48.	Booklets, Pens, Cards, Tape	Select numeral that tells how many.

13-2b	Math 49.	None	Add and subtract numbers to ten.
14-2b	Math 50.	Booklets, Cards, Pens, Toys, Tape	Select numeral that tells how many.
14-3b	Math 51.	Booklets, Pens, Tape	Add and subtract by marking appropriate numeral in booklet.

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F. LOGIC: SEMESTER 4

7-3b	Logic 1. Information	Objects, Pictures, Tape	Ask questions to get information.
8-1b	Logic 2. Information	Objects, Tape	Use eyes and ears to get necessary information.
9-1b	Logic 3. Information	Objects, Tape	Assert or deny whether sufficient information is given to answer question.
9-3ab	Logic 4. Yes, No, Can't Tell	Booklets, Pens, Tape	Answer question when information available; say "can't tell" when unable to answer because of insufficient information.
10-1b	Logic 5. Yes, No, Can't Tell	Card, Scotch tape, Penny	(SAME AS LOGIC 4)
10-3a	Logic 6.	(SAME AS LOGIC 4)	(SAME AS LOGIC 4)
11-2a	Logic 7.	(SAME AS LOGIC 4)	(SAME AS LOGIC 4)
11-4a	Logic 8. All, Some, None	Booklets, Pens, Tape	Select set where all, some, or no objects are of a specific category.
12-2a	Logic 9. All, Some, None	Booklets, Pens, Maps, Tape	(SAME AS LOGIC 4)
12-4b	Logic 10.	Booklets, Pens, Pictures, Tape	(SAME AS LOGIC 4)
13-2a	Logic 11.	(SAME AS LOGIC 10)	(SAME AS LOGIC 4)
13-4a	Logic 12. All, Some, None	Spinners, Booklets, Pens, Tape	(SAME AS LOGIC 4)

14-2a	Logic 13. All, Some, None	Block sets, Tape	(SAME AS LOGIC 4)
14-4a	Logic 14. Yes, No, Can't Tell	Booklets, Pens,	(SAME AS LOGIC 4)
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G. SEQUENCING: SEMESTER 4

1-3b	Sequencing 1	Booklets, Pens, Tape	Respond to first, next, and last by marking appropriate picture in a story sequence.
2-2b	Sequencing 2	Booklets, Pens, Tape	Respond to first, second, third, and last by marking appropriate picture in a story sequence.
4-2b	Sequencing 3	Pictures, Booklets, Pens, Tape	Describe each of five pictures in a story sequence; when four of the five pictures are presented, select missing picture in marking booklet.
5-3a	Sequencing 4	(SAME AS 3)	(SAME AS SEQUENCING 3)
7-1b	Sequencing 5	Pictures, Formboards, Cards	Arrange pictures in a story sequence.
7-4a	Sequencing 6	(SAME AS 5)	(SAME AS SEQUENCING 5)
10-1a	Sequencing 7	(SAME AS 5)	(SAME AS SEQUENCING 5)
11-2b	Sequencing 8	(SAME AS 5)	(SAME AS SEQUENCING 5)
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H. SOCIAL STUDIES: SEMESTER 3

8-2b	Social Studies 1	Globes, Balloon	Name the shape of the earth and demonstrate how it rotates and revolves around the sun.
8-4a	Social Studies 2	(SAME AS 1)	(SAME AS SOCIAL STUDIES 1)
10-2b	Social Studies 3	Globes	Say name and point to land and water areas.
10-4a	Social Studies 4	Globes	Locate and identify the equator, Africa, North America, Los Angeles.

11-2b	Social Studies 5	Globes	Locate Africa and Alaska, and describe their climatic position relative to the equator.
12-1b	Social Studies 6	Pictures, Booklets, Pens, Tape, Globe	Select appropriate picture describing life in Alaska in marking booklet.
13-1a	Social Studies 7	(SAME AS 6)	(SAME AS SOCIAL STUDIES 6)
13-3b	Social Studies 8	(SAME AS 6)	Select picture describing life in Africa or Alaska.
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#### H. SOCIAL STUDIES: SEMESTER 4

3-1b	Social Studies 9	(SAME AS 6)	Select picture describing food in Africa.
4-1b	Social Studies 10	(SAME AS 6)	(SAME AS SOCIAL STUDIES 8)
5-1b	Social Studies 11	(SAME AS 6)	(SAME AS SOCIAL STUDIES 8)
5-3b	Social Studies 12	(SAME AS 6)	Select appropriate picture describing modes of transportation in Africa.
7-2a	Social Studies 13	(SAME AS 6)	Select appropriate picture describing modes of transportation in Alaska.
9-2a	Social Studies 14	(SAME AS 6)	(SAME AS SOCIAL STUDIES 8)
15-1ab	Social Studies 15	Globe, Balloon, Pictures, Tape	(SAME AS SOCIAL STUDIES 1-14)
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PROGRAM READING 1: LEFT/RIGHT 1 (3-01-1a)

MATERIALS: Teachers Booklet Student Booklets Marking pens Tape	GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.	OBJECTIVE(S): Respond appropriately to "left" and "right" by naming position and marking booklet.	VOCABULARY: left right on the left on the right
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>(HOLD UP BOOKLET. REFER TO LEFT AND RIGHT AS THE CHILD SEES IT) Today we are going to learn left (POINT) and right (POINT).</p> <p>1a. Let's find the things on the left side of the page. (POINT) The dog is on the left. Say left. b. The car is on the left. Say left. c. Where is the doll? d. What else is on the left?</p> <p>e. Now, let's find the things on the right side of the page. The cat is on the right. Say right. f. Where is the bike? g. What else is on the right?</p> <p>2a. (POINT) The boy is on the left. Say left. b. (POINT) The girl is on the right. Say right. c. (POINT TO BOY) Left. (POINT TO GIRL) Right. Where is the girl?</p> <p>d. Where is the boy?</p> <p>3a. (POINT) The drum is on the right. Where is the drum? b. (POINT) The football is on the left. Where is the football?</p>			<p>Left. Left. The doll is on the left. The watermelon is on the left.</p> <p>Right. The bike is on the right. The apple is on the right.</p> <p>Left. Right.</p> <p>The girl is on the right. The boy is on the left. On the right. On the left.</p>
<p>Dog, cat Car, bike Doll, ball Watermelon, apple</p> <p>Boy, girl</p> <p>Football, drum</p>			

PROGRAM READING 1: LEFT/RIGHT 1 (3-01-la)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Football, drum	3c. (POINT) Where is the drum? d. (POINT) Where is the football?	On the right. On the left.
Man, hat	4. (POINT) The man is on the left. On what side is the hat?	The hat is on the right.
Cat, ball	5. (POINT) The cat is on the right. On what side is the ball?	On the left.
Girl, boy	(HAND OUT BOOKLETS AND PENS) Here is a booklet and marking pen for you.	
Zebra, giraffe	1. The girl is on the left. Mark the child on the right.	The boy is on the right.
Wagon, doll	2. The zebra is on the left. Mark the animal on the right.	The giraffe is on the right.
Banana, apple	3. The doll is on the right. Mark the toy on the left.	The wagon is on the left.
2 girls	4. The apple is on the right. Mark the fruit on the left.	The banana is on the left.
2 dogs	5. Mark the girl on the right.	
2 dolls	6. Mark the dog on the left.	
2 horses	7. Mark the doll on the left.	
2 houses	8. Mark the horse on the right.	
2 wagons	9. Mark the house on the right.	
2 balloons	10. Mark the wagon on the left.	
2 cups	11. Mark the balloon on the left.	
	12. Mark the cup on the right.	
	Hand back your booklets. Hand back your pens. Thank you.	
	(PUT MATERIALS AWAY)	

PROGRAM READING 2: LEFT/RIGHT 2 (3-01-2a)

<p><b>MATERIALS:</b> Student Booklets Marking pens Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.</p>	<p><b>OBJECTIVE(S):</b> Respond appropriately to "left" and "right" by marking booklet.</p>	<p><b>VOCABULARY:</b> right left mark</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>	<p><b>CONFIRMATION</b></p>	
<p>Ball, wagon</p> <p>Grapes, apple</p> <p>Doll, teddybear</p> <p>Jacket, sock</p> <p>Cake, hot dog</p> <p>Baseball bat, skates</p> <p>Dress, shoe</p> <p>Bike, train</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>1. Here are two toys. (POINT) The ball is on the left. (POINT) Mark the toy on the right.</p> <p>2. Here are two pieces of fruit. (POINT) The apple is on the right. (POINT) Mark the fruit on the left.</p> <p>3. Mark the toy on the right.</p> <p>4. Mark the picture on the left.</p> <p>5. Mark the picture on the right.</p> <p>6. Mark the one on the left.</p> <p>7. Mark the one on the left.</p> <p>8. Mark the one on the right.</p> <p>(PUT MATERIALS AWAY)</p>	<p>The wagon is on the right.</p> <p>The grapes are on the left.</p> <p>The teddybear is on the right.</p> <p>The jacket is on the left.</p>	

PROGRAM READING 3: LEFT TO RIGHT (3-01-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Pencils Tape	Teacher presents taped commentary and supervises booklet marking.	Draw line from left to right.	left to right
VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Bear on hill	1a. (HAND OUT BOOKLETS; REFER TO LEFT AND RIGHT AS CHILD SEES IT.) Let's look at things from left to right. Buffy Bear likes to slide. He starts on the left (POINT) and slides to the right (POINT). Let's follow from left to right again with our finger. Start on the left (POINT) and go to the right (POINT).  b. (HAND OUT PENCILS) Here is a pencil. Follow the dots and draw a line from left to right. (DEMONSTRATE) Start on the left and draw a line to the right.		
Frogs, lily pads	2a. Freddy Frog is on the left (POINT) side of the pond. He wants to join his friend Frankie on the right (POINT). Freddy doesn't like to get wet.  b. Let's help Freddie jump from left to right on the lily pads. (DEMONSTRATE) Take your pencil and follow the dots to show how Freddie hops from the left to the right side of the pond.		
Bird, nest	3. Here is a picture of Tillie Bird. Tillie is on the left. She wants to fly to her nest on the right. (DEMONSTRATE) Draw a line from Tillie to her nest. Start at the left and go to the right.		



PROGRAM READING 3: LEFT TO RIGHT (3-01-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
3 cars, 3 garages	<p>4a. Each car on the left has its own garage on the right. Draw a line from the top car on the left. (POINT) to the red garage on the right.</p> <p>b. Now draw a line from the middle car on the left to the blue garage on the right.</p> <p>c. Now draw a line from the bottom car on the left and go to the yellow garage on the right.</p>	
<p>Boy hitting ball to catcher</p> <p>[WORD] c a t</p> <p>[PICTURE]</p>	<p>5. The boy on the left just hit a ball. (DEMONSTRATE) Draw a line from the boy to the ball to the catcher. Start at the left and go to the right.</p> <p>6. (POINT) On the left is the word <u>cat</u>. (POINT) On the right is a picture of a cat. Draw a line from the word <u>cat</u> to the picture. Start at the left and go to the right.</p>	
<p>d o g</p> <p>Dog</p>	<p>7. (POINT) On the left is the word <u>dog</u>. (POINT) On the right is a picture of a <u>dog</u>. Draw a line from the word <u>dog</u> to the picture. Start at the left and go to the right.</p>	
<p>b i r d</p> <p>Bird</p>	<p>8. On the left is the word <u>bird</u>. On the right is a picture of a bird. Draw a line from the word to the picture. Go from left to right.</p>	
<p>c a n</p>	<p>9. This is a word. Point to the letter on the left. (POINT) Point to the letter on the right. Draw a line under the word. Start at the left. Go to the right.</p> <p>(PUT MATERIALS AWAY)</p>	

PROGRAM READING 4: THE THREE LITTLE KITTENS (3-02-1b)

MATERIALS:		GENERAL PROCEDURE:		OBJECTIVE(S):		VOCABULARY:				
Teacher Format Boards A, B, C Student Format Boards Cards Tape		Teacher presents taped commentary, supervises card placement on format boards, and elicits choral responding.		Respond appropriately to first, second, middle, last, left, right, by placement of cards.		first second middle last left, right				
VISUAL		AUDITORY (TEACHER COMMENTARY)				CONFIRMATION				
<table border="1"><tr><td>First kitten</td><td></td><td></td></tr></table>		First kitten			<p>(HAND OUT FORMAT BOARDS AND KITTEN CARDS) Today we are going to hear a story about the three little kittens. Here are your cards and a board.</p> <p>1. First listen. The three little kittens were playing together all morning and having lots of fun. When Mother Cat called them for lunch she was very angry. She looked at the <u>first</u> little kitten and said, "Where are your mittens?" "I don't know," cried the <u>first</u> little kitten. "I lost them!" "Well," said Mother Cat, "you go stand in the corner!" So the <u>first</u> little kitten stood in the corner on the left.</p> <p>Now look at your cards. Find the kitten who lost his mittens. Put him on the left side of your board.</p> <p>(CHECK)</p>					
First kitten										
<table border="1"><tr><td>First kitten</td><td>Second Kitten</td><td></td></tr></table>		First kitten	Second Kitten		<p>2. Then Mother Cat turned to the <u>second</u> little kitten and asked, "Where is your jacket?" "I lost it," he cried. "Go stand next to your brother!" said Mother Cat.</p> <p>Now find your kitten who lost his jacket. Put him in the <u>middle</u>, next to the first kitten.</p> <p>(CHECK)</p>					
First kitten	Second Kitten									
<table border="1"><tr><td>First Kitten</td><td>Second Kitten</td><td>Third Kitten</td></tr></table>		First Kitten	Second Kitten	Third Kitten	<p>3. "Look at you!" said Mother Cat to the <u>last</u> little kitten. "You've lost your cap!" The last kitten just hung his head and didn't say a word. "Go stand in the corner!" said Mother Cat.</p> <p>Now you put the kitten who lost his cap on the <u>right</u>.</p> <p>(CHECK)</p>					
First Kitten	Second Kitten	Third Kitten								

**PROGRAM READING 4: THE THREE LITTLE KITTENS (3-02-1a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>4a. Point to the kitten on the <u>left</u>.  b. Is it the <u>first</u> kitten?</p> <p>5a. Point to the kitten on the <u>right</u>.  b. Is it the <u>last</u> kitten?</p> <p>6a. Point to the second kitten.  b. Where is this kitten?</p> <p>(COLLECT KITTENS AND HAND OUT TOY CARDS. RETAIN DEMONSTRATION BOARD WITH KITTENS; POINT TO KITTEN AS ADDRESSED BY MOTHER CAT.)</p> <p>7. Mother Cat looked at her three kittens. "Why, you've lost your toys, too!" she scolded. "What did you play with?" she asked. "I played with the yarn," said the <u>first</u> kitten. (POINT)  Now look at your cards. Find the yarn and put it on the <u>left</u> side of your board.</p> <p>8. "I played with the mouse," said the <u>second</u> kitten.  Now you find the mouse and put him in the <u>middle</u>, next to the yarn.</p> <p>9. "I played with the ball," said the <u>last</u> kitten.  Now you put the ball on the <u>right</u>.</p> <p>10a. Point to the yarn. Which side is it on?  b. Is it <u>first</u>?</p> <p>11. Where is the mouse?</p> <p>12a. Where is the ball?  b. Is the ball <u>first</u>?</p> <p>(COLLECT TOY CARDS)</p>	<p>(CHECK)  Yes, it's the <u>first</u> kitten.</p> <p>(CHECK)  Yes, it's the <u>last</u> kitten.</p> <p>(CHECK)  He's in the <u>middle</u>.</p>
<div data-bbox="938 2063 1047 2445"> <div>Yarn</div> <div></div> <div></div> </div>		
<div data-bbox="1116 2063 1210 2445"> <div>Yarn</div> <div>Mouse</div> <div></div> </div>		
<div data-bbox="1258 2063 1349 2445"> <div>Yarn</div> <div>Mouse</div> <div>Ball</div> </div>		<p>The yarn is on the <u>left</u>.  Yes, it's <u>first</u>.  In the <u>middle</u>.  It's on the <u>right</u>.  No, it's <u>last</u>.</p>

PROGRAM READING : THE THREE LITTLE KITTENS (3-02-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<div>Engine</div>	13. "All right," said Mother Cat. "Let's see if we can find your lost things. Where were you playing?" "We were playing in our train, and I sat in the engine," said the <u>first</u> kitten. (HAND OUT TRAIN CARDS) Let's help the kittens find what they lost. Here are the cars for the train. (HOLD UP ENGINE) Now put your engine on the <u>left</u> side.	(CHECK)
<div>Engine</div> <div>Freight Car</div>	14. "I sat in the freight car," said the <u>second</u> kitten. (HOLD UP FREIGHT CAR) Put the freight car in the <u>middle</u> , next to the engine.	(CHECK)
<div>Engine</div> <div>Freight Car</div> <div>Caboose</div>	15. "I sat in the caboose," said the <u>last</u> kitten. (HOLD UP CABOOSE) Put the caboose on the <u>right</u> side.	(CHECK)
	16a. Point to the caboose. What side is it on? b. Is it first?	On the <u>right</u> . No! It's <u>last</u> .
	17a. Where is the engine? b. Is it first?	On the <u>left</u> . Yes, the one on the left is <u>first</u> . It's in the <u>middle</u> .
<div>Engine</div> <div>Freight Car</div> <div>Caboose</div> <div>Mittens</div> <div>Jacket</div> <div>Cap</div>	18. Where is the freight car?  (STOP TAPE; READ FOLLOWING COMMENTARY) (PRESENT BOARD A: YARN UNDER ENGINE FLAP, MOUSE UNDER FREIGHT CAR FLAP, BALL UNDER CABOOSE FLAP) 19a. A, pick up the engine. What do you see? b. Which kitten had the yarn?  20a. B, pick up the caboose. What do you see? b. Which kitten had the ball?	The yarn! The <u>first</u> kitten, on the <u>left</u> . The ball! The <u>last</u> kitten, on the <u>right</u> .

**PROGRAM READING 4: THE THREE LITTLE KITTENS (3-02-1a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>21a. <u>C</u>, look under the freight car. What do you see?  b. Which kitten had the mouse?</p> <p>(PRESENT BOARD B: MITTENS UNDER ENGINE FLAP, JACKET UNDER FREIGHT CAR FLAP, BALL UNDER CABOOSE FLAP) Now let's see if we can find the clothes the kittens lost.</p> <p>22a. <u>D</u>, pick up the freight car. What do you see?  b. Which kitten lost his jacket?</p> <p>23a. <u>A</u>, pick up the caboose. What do you see?  b. Which kitten lost his cap?</p> <p>24a. <u>B</u>, pick up the engine. Now what do you see?  b. Which kitten lost his mittens?</p> <p>Good! Now all the little kittens have found what they lost...and here they are!</p> <p>(HOLD UP BOARD C: THREE KITTENS FULLY ATTIRED AND EACH WITH APPROPRIATE TOY)</p> <p>Mother Cat will be very pleased!</p> <p>(PUT MATERIALS AWAY)</p>	<p>The mouse!  The <u>second</u> kitten.</p> <p>The jacket!  The <u>second</u> kitten.</p> <p>The cap!  The <u>last</u> kitten.</p> <p>The mittens!  The <u>first</u> kitten.</p>

PROGRAM READING 5: YES/NO (3-02-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher presents taped commentary demonstrates and supervises booklet marking.	Respond appropriately to words "yes" and "no."	yes no
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>yes</p> <p><u>yes</u>, flower pot</p> <p><u>yes</u>, at</p> <p><u>yes</u>, an, pet</p> <p>in, <u>yes</u>, set</p> <p>yet, <u>yes</u></p> <p><u>yes</u>, say</p> <p>no</p>	<p>Today we are going to learn to read two words.</p> <p>1a. (HAND OUT BOOKLETS AND PENS) Here is a book for you to read. The word on the first page is "yes." Say, "yes."</p> <p>b. What is this word?</p> <p>2a. Point to the "yes" on this page and say, "yes."</p> <p>b. Now watch what I do. (DEMONSTRATE) I take my pen and mark through the word "yes". Now you take your pen and make a line through the word "yes". Start at the left and go to the right.</p> <p>3a. Point to the word "yes" on this page. Say, "yes."</p> <p>b. Mark "yes".</p> <p>4a. Point to the word "yes" on this page. Say, "yes."</p> <p>b. Mark "yes".</p> <p>5. Mark "yes".</p> <p>6. Mark "yes".</p> <p>7. Mark "yes".</p> <p>8a. Now we are going to read another word. (POINT) This word is "no". Say, "no".</p> <p>b. What is this word?</p>	<p>yes.</p> <p>yes.</p> <p>yes.</p> <p>yes.</p> <p>yes.</p> <p>yes.</p> <p>No.</p> <p>No.</p>	

PROGRAM READING 5. YES/NO (3-02-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<u>no</u> , clown face	9a. Look at this page. Point to the word "no". Say, "no". b. Take your pen and mark through the word "no". Start at left and go to the right.	No.
flower pot, <u>no</u>	10a. Point to the "no" on this page and say "no". b. Mark "no".	No.
<u>no</u> , top	11a. Point to the word "no" on this page. Say, "no". b. Mark "no".	No.
<u>no</u> , net, it	12a. Point to the word "no". Say, "no". b. Mark "no".	No.
me, <u>no</u> , son	13. Mark the "no".	
not, <u>no</u>	14. Mark the "no".	
yes, <u>no</u>	15. Mark the "no".	
yes, <u>no</u> .	16. Mark "no",	
<u>yes</u> , no	17. Mark "yes".	
<u>yes</u> , no	18. Mark "yes".	
yes, <u>no</u>	19. Mark "no".	
(PUT MATERIALS AWAY)		

PROGRAM READING 6: MONTY MONKEY (3-02-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher presents taped commentary and elicits choral responding.	Read words "yes" and "no."	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
Monkey looking under bed	Today, let's read a story about Monty Monkey.		
no	1. One day Monty Monkey woke up and couldn't find his shoes. "Where can they be?" he thought. "Are they under the bed?"		No, the shoes are not under the bed.
Monkey looking around	2. You read the word that tells if Monty's shoes are under the bed.		
yes	3. "Well," said Monty. "I'll have to put on my pants and go look for my shoes. Are my pants in the closet?"		Yes, the pants are in the closet.
Monkey looking at pants in closet	4. You read the answer.		
Monkey putting on pants looking at window	5. Yes! Here are my pants.		
yes	6. Hey, is that Geoffrey Giraffe I hear coming?		
Monkey talking; giraffe shaking head	7. Read the answer.		
	8. Tell me, Geoffrey, can you see my shoes anyplace?		Yes, it is Geoffrey.



PROGRAM READING 6: MONTY MONKEY (3-02-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
no.	9. You read what Geoffrey said.	"No, I can't see your shoes," said Geoffrey.
Monkey talking to alligator	10. "Here's Mr. Alligator," Monty says. "Mr. Alligator, are my shoes under the water?"	
Alligator looking under water	11. Mr. Alligator looks under the water. Does the alligator see the shoes?	
no	12. You read the answer.	No, the alligator doesn't see the shoes.
Monkey talking to dog	13. "Hey, Duke," said Monty, "Have you taken my shoes again?"	
yes	14. What does Duke say?	Yes, I've got them.
Monkey scolding dog	15. But those are my shoes. Give them back to me! I want to put them on.	
Dog watching monkey putting on shoes	16. Monty is happy to have his shoes. Duke is very sad . . . He wants to wear shoes, too!	
(PUT MATERIALS AWAY)		

PROGRAM READING 7: MARKING "YES" AND "NO" (3-02-4a)

MATERIALS: Student Booklets Marking pens Tape	GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.	OBJECTIVE(S): Respond to words "yes" and "no" by marking appropriately in booklet.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION	
	(HAND OUT BOOKLETS AND MARKING PENS) Here is a booklet and a pen for you.		
yes	1. Who can read this word? (IF NEEDED, SAY "READ IT.")	The word is "yes."	
yes	2. What is this word?	The word is "yes."	
yes	3. (POINT) Look at this picture. Is this a dog? Mark the word "yes" in your book.	The answer is yes.	
yes	4. (POINT) Is this a chair? Mark "yes."	Yes, it is a chair.	
no	5. Who can read this word? (IF NEEDED, SAY "READ IT.")	The word is "no."	
no	6. What is this word?	The word is "no."	
no	7. (POINT) Look at this picture. Is this a tree? Mark the word "no" in your book.	The answer is no.	
no	8. (POINT) Is this a book? Mark "no."	The answer is no.	
no	9. Is this a car? Mark the answer.	No, it's not a car.	
no	10. Is this a house? Mark the answer.	Yes, it is a house.	

**PROGRAM** READING 7: MARKING "YES" AND "NO" (3-02-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Tree yes <u>no</u>	11. Is this a balloon? Mark the answer.	No, it is not a balloon.
Wagon yes <u>no</u>	12. Is this a car?	
Wagon <u>yes</u> no	13. Is this a wagon?	
Kitten with ball yes <u>no</u>	14. Is this a mouse?	
Girl wearing hat <u>yes</u> no	15. Is the girl wearing a hat?	
Dog eating bone yes <u>no</u>	16. Is the dog playing with a shoe?	
yes <u>no</u>	17. Do cows fly?	
<u>yes</u> no	18. Do birds fly?	
<u>yes</u> no	19. Do dogs have tails?	
yes <u>no</u>	20. Do turtles wear skirts?	
21. (TURN OFF TAPE. ASK FOUR QUESTIONS ABOUT THINGS CHILDREN CAN SEE IN ROOM.) E.g.: Am I wearing beads? Is there a window in this room? Is <u>A</u> wearing a sweater? Is <u>B</u> 's shirt blue? (PUT MATERIALS AWAY)		

PROGRAM READING 8: REVIEW OF LEFT, RIGHT, FIRST, MIDDLE, AND LAST (3-03-2b)

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Respond appropriately to left, middle, and right by marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p><u>Apple</u>, watermelon, grapes</p> <p>Wheelbarrow, football, <u>pail</u></p> <p>Jacket, <u>cowboy hat</u>, shoe</p> <p><u>Horse</u>, pig, rabbit</p> <p>Hot dog, cake, <u>bread</u></p> <p>Turkey, frog, <u>donkey</u></p> <p><u>Coat</u>, hat, gloves</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS) Here is a booklet and a pen for you.</p> <ol style="list-style-type: none"> <li>1. The apple is on the left side of the page, the watermelon is in the middle, and the grapes are on the right side of the page. Mark the fruit on the left.</li> <li>2. The wheelbarrow is on the left side of the page, the football is in the middle and the pail is on the right side of the page. Mark the toy on the right.</li> <li>3. The jacket is on the left, the cowboy hat is in the middle, and the shoe is on the right. Mark the clothing in the middle.</li> <li>4. The horse is first, the pig is in the middle, and the rabbit is last. Mark the animal that is first.</li> <li>5. The hot dog is first, the cake is in the middle, and the bread is last. Mark the food that is last.</li> <li>6. Mark the animal that is on the right.</li> <li>7. Mark the clothing that is on the left.</li> </ol>		

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Train, balloon, <u>wagon</u></p> <p>Duck, <u>butterfly</u>, goat</p> <p><u>Pants</u>, blouse, hat</p> <p>Pears, apple, <u>banana</u></p> <p>Kite, <u>doll</u>, tricycle</p> <p><u>Television</u>, telephone, chair</p> <p>Dress, cap, sock</p> <p>Bear, lamb, <u>dog</u></p>	<p>8. Mark the toy that is last.</p> <p>9. Mark the animal that is in the middle.</p> <p>10. Mark the clothing that is first.</p> <p>11. Mark the food that is on the right.</p> <p>12. Mark the toy that is in the middle.</p> <p>13. Mark the furniture that is on the left.</p> <p>14. Mark the clothing that is first.</p> <p>15. Mark the animal that is last.</p>	
(PUT MATERIALS AWAY)		

PROGRAM READING 9: ALPHABET (3-03-3b)

<b>MATERIALS:</b> Alphabet Board: a-z Letter Boards: a-g, h-p, q-v, w-z	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and elicits choral responding.	<b>OBJECTIVE(S):</b> Point to and produce the sound for all letters in alphabetical order.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
a - z	<p>Hello. I'm the alphabet lady, and letters are my friends. I'll sing the alphabet song and your teacher will point to each letter.</p> <p>1. a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z. Now I've said my abc's. I can say them. Good for me!</p>		
a - g	<p>2a. (HAND OUT LETTER BOARDS) Here are some of the letters for you. Let's sing the first part of the song together. You point to each letter as we sing. (POINT) a-b-c-d-e-f-g.</p> <p>b. Let's sing it again. Remember, point to each letter. (POINT) a-b-c-d-e-f-g.</p>		
h - p	<p>3a. (HAND OUT BOARDS) Here are some more letters. Let's point to each one of them and sing some more of the alphabet song. Ready? (POINT) h-i-j-k-l-m-n-o-p.</p> <p>b. Let's sing those letters again. Remember, point to each letter. (POINT) h-i-j-k-l-m-n-o-p.</p>		
a - p	<p>4a. Now let's put all the letters together (DEMONSTRATE), and sing the alphabet song from the beginning. Remember, point to each letter. (POINT) a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p.</p> <p>b. That was fun. Let's do it again. (POINT) a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p.</p>		

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
q - v	5a. (HAND OUT BOARDS) Here are some more letters. Let's sing this part of the song and you point to each letter. Ready? (POINT) q-r-s-t-u-v.	
a - v	b. Now let's put all the letters together and sing the song from the beginning. (POINT) a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v. c. Let's do it again. (POINT) a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v.	
w - z	6a. (HAND OUT BOARDS) Here are the last letters of the alphabet. Let's sing the song for the last letters of the alphabet. Remember to point to each letter. (POINT) w-x-y-z. b. Again. (POINT) w-x-y-z.	
a - z	7a. Now we are ready to sing the whole alphabet song. Put all the letters together. Now point to each letter as we sing. (POINT) a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z. Again. a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z. Now I've said my abc's. I can say them. Good for me!  (PUT MATERIALS AWAY)	

## PROGRAM READING 10: ALPHABET SONG - INTRODUCTION TO READING PROGRAMS (3-03-4b)

MATERIALS: Alphabet Boards: a - z Tape	GENERAL PROCEDURE: Teacher presents taped commentary and demonstrates.	OBJECTIVE(S): Point to specific letters when the complete alphabet is presented.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
	<p>(HAND OUT ALPHABET BOARDS)</p> <p>Let's get ready to sing the alphabet song. Your alphabet board is in front of you. Be sure to point to each letter when you sing. Ready?</p> <p>(POINT) a-b-c-d-e-f-g, h-i-j-k-l-m-n-o-p, q-r-s-t-u-v, w-x-y-z.</p> <p>Now I've said my abc's. I can say them! Good for me!</p> <p>Thank you. Hand back your boards.</p> <p>(PUT MATERIALS AWAY)</p>		



PROGRAM READING 11: LEFT TO RIGHT (3-03-4b)

MATERIALS: Alphabet Road pictures Tape	GENERAL PROCEDURE: Teacher presents taped commentary, demonstrates, supervises pointing to letters, and elicits choral responding.	OBJECTIVE(S): Respond to "left to right" by pointing and producing the sound of each letter in alphabetical order.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>Rabbit and turtle at starting gate of Alphabet Road</p>	<p>(HAND OUT ALPHABET ROAD PICTURES)</p> <p>A. (HOLD UP) Randy Rabbit and Tommy Turtle are going to race on Alphabet Road. The alphabet starts at "a" (POINT), and ends at "a" (POINT). Randy and Tommy have to start at the left (POINT) and go to the right. Randy hops quickly from letter to letter (DEMONSTRATE). Sometimes he hops so fast he gets very tired and needs to rest. Randy's name begins with the letter "r," so he likes to rest on "r." Turtles walk very slowly, so Tommy goes slowly from letter to letter. Who will win the race?</p> <ol style="list-style-type: none"> <li>1. First, let's pretend we are Randy Rabbit. He starts at the left. (POINT TO "a") What letter is at the left? Where does Randy start?</li> <li>2. Let's hop and say each letter with Randy. a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r- Oops! Randy is stopping for a rest.</li> <li>3. What letter is he stopping on?</li> <li>4. "Oh," says Randy, "I've got plenty of time to get to "z." Randy stops to rest and falls asleep. How many more letters does Randy have to go?</li> </ol>		<p>He starts at "a."</p> <p>He is stopping on the letter "r."</p> <p>s-t-u-v-w-x-y-z.</p>

PROGRAM READING 11: LEFT TO RIGHT (3-03-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>5. Now let's see what Tommy Turtle is doing. Tommy is moving slowly from letter to letter. Let's start at the left: "a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r . . ." Well, look who's here! It's Randy Rabbit, sound asleep!</p> <p>6. Tommy Turtle keeps right on going. Does Tommy stop on his letter "t"?</p> <p>7. Let's keep going with Tommy: "u-v-w-x-y- and z!" Tommy has reached the end of Alphabet Road. Where is Randy Rabbit?</p> <p>8. Hurrah for Tommy Turtle! He's the winner!</p> <p>(PUT MATERIAL AWAY)</p>	<p>No, Tommy keeps on going.</p> <p>Randy is still asleep on his letter, "<u>r</u>."</p>

**PROGRAM READING 12: ALPHABET KINESTHETIC (3-04-1b)**

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Trace the shape and say the name of the letters "t" and "o"; combine letters to build the word "to" in marking booklet.	<b>VOCABULARY:</b> shape
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>	
	(HAND OUT BOOKLETS) Today we will learn something more about our letters		
o	1a. All letters have their own name and their own shape. This letter is "o." Say "o."	o	
	b. "o" is a letter and it has its own shape. Watch me find the shape of the letter "o." (DEMONSTRATE) I start at the top and trace the shape with my finger like this. Now you follow the shape with your finger and say the name of the letter.	o	
	c. Again Follow the shape and say the letter.	o	
t	2a. Here is another letter. The name of this letter is "t." Say "t."	t	
	b. "t" is a letter and it has its own shape. Watch me find the shape of the letter "t." (DEMONSTRATE) I start at the top and I trace the shape with my finger down and then across the letter like this. Now you follow the shape with your finger and say the name of the letter.	t	
	c. Again. Follow the shape and say the letter.	t	
o	3a. What is the letter on the left?	o	
t	b. What is the letter on the right?	t	
o	4a. What is the letter on the left?	o	
t	b. What is the letter on the right?	t	

PROGRAM READING 12: ALPHABET KINESTHETICS (3-04-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<u>t</u>	(HAND OUT PENS) Here is a pen. 5a. What letter is on this page? b. Trace the shape of "t" with your pen and say its name.	The letter is t. t
<u>o</u>	6a. What is the name of this letter? b. Trace the shape of "o" with your pen and say its name.	The letter is o. o
<u>o</u>	7. Trace the "o."	
<u>o</u>	8. Trace the "t."	
<u>t</u>	9. Trace "t."	
<u>t</u>	10. Trace "o."	
to	11a. The two letters you have learned can be put together to build a word. (POINT) t - o spells "to." Say "to." b. Let's spell and say the word together. t - o, "to." What is the word? c. Who can tell me what we've learned today?	to to We've learned to spell a word!

(PUT MATERIAL AWAY)

PROGRAM READING 13: REVIEW (3-04-2b)

MATERIALS: Student Booklets Marking pens Tape	GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.	OBJECTIVE(S): Identify the words "yes," "no," and "to" by marking appropriately in booklet.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
yes <u>no</u>	(HOLD UP BOOKLET) Remember we learned to read "yes" and "no." 1a. (POINT TO "yes") What is this word? b. (POINT TO "no") What is this word? (HAND OUT BOOKLETS AND MARKING PENS) c. Turn to the first page in your booklet. Mark the word "no."		Yes. No.
<u>yes</u> no			
<u>yes</u> no			
t                              o	4a. Yesterday we learned to read two letters. (POINT TO "t") What is the name of this letter? b. (POINT TO "o") What is the name of this letter?		t. o.
<u>t</u> o	5. Mark the "t."		
<u>o</u> t	6. Mark the letter "o."		
t <u>o</u>	7a. Mark the letter "o." b. Do "t" and "o" spell a word? c. What is the word?		Yes. to. t-o spells "to."

PROGRAM READING 13: REVIEW (3-04-2b)

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<u>to</u>	yes	8. Mark the word "to."	
<u>yes</u>	no	9. Mark the word "yes."	
yes	<u>to</u>	10. Mark the word "no."	
<u>to</u>	<u>yes</u>	11. Mark the word "yes."	
yes	<u>to</u>	12. Mark the word "no."	
<u>to</u>	yes	13. Mark the word "to."	
<u>yes</u>	no	14. Mark the word "yes."	
(PUT MATERIALS AWAY)			

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**PROGRAM** READING 14: ALPHABET KINESTHETICS (3-04-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
p      t      o	4. Trace the "t."	The letter is t. t
t      o      p	5. Trace the "o."	
p      o      t	6. Trace the "p."	
pat      t      fop      lad	7a. What is the letter on top? b. Say "t." c. Find the word that has a "t" and mark the line under it. Begin at the left and go to the right.	The letter is o. o
til      o      lap      cot	8a. What is the letter on top? b. Say "o." c. Find the word that has a "o" and mark the line under it. Begin at the left and go to the right.	
nab      p      pin      tad	9a. What is the letter on top? b. Say "p." c. Find the word that has a "p" and mark the line under it. Begin at the left and go to the right.	The letter is p. p
bat      t      win      top	10a. What is the letter on top? b. You are going to do something a little different. Listen. Let's find a word that begins with "t." Look at the first word. Does it begin with "t?" c. Look at the middle word. Does it begin with "t?" d. Look at the last word. Does it begin with "t?" e. Mark the line under the word that begins with "t."	
elm      o      pot      ado	11a. What letter is on top? b. Mark the word that has "o" in the middle.	No. No. Yes. o
lap      p      two      pin	12a. What letter is on top? b. Mark the word that has "p" last.	



**PROGRAM**    **READING 14: ALPHABET KINESTHETICS (3-04-4a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
tip            t ate    old	13a. What letter is on top? b. Mark the word that has "t" in the middle.	t
dop            p ten <u>pet</u>	14a. What's the letter on top? b. Mark the word that has "p" first.	p
pot	D. (HOLD UP TEACHER BOOKLET) The letters we have learned can be put together to make words. Here is the word "pot." a. Let's spell and read the word: (POINT) p-o-t spells "pot." Say "pot." b. What is this word? c. Spell it with me. p-o-t. d. Read it.	pot. pot. pot.
top	E. (POINT) These same three letters can be put in a different order to spell the word "top." a. t-o-p spells "top." Say "top." b. What is this word? c. Spell it. t-o-p. d. Read it.	top. top. top.

(PUT MATERIALS AWAY)

PROGRAM READING 15: ALPHABET KINESTHETICS 3 (3-05-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Student Booklets Marking pens Tape	Teacher presents taped commentary, demonstrates, and supervises booklet marking.	Trace the shape and say the name of the letters "s" and "n" in marking booklet.	build words
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
s	(HAND OUT BOOKLETS) Today we will learn two new letters. Remember, all the letters have their own name and shape.		s.
	1a	(POINT) This letter has its own name and its own shape. This letter is "s." Say "s."	s.
	b.	Watch me find the shape of the letter "s" (DEMONSTRATE). Now you follow the shape with your finger and say the name of the letter.	s.
	c.	Again. Follow the shape (DEMONSTRATE) and say the letter.	s.
	d.	What is this letter?	s.
r	2a.	(POINT) Here is another letter. The name of this letter is "n." Say "n."	n.
	b.	"n" is a letter and it has its own shape. Watch me find the shape of the letter "n" (DEMONSTRATE).	n.
	c.	Now you follow the shape with your finger and say the name of the letter.	n.
	d.	Again. Follow the shape (DEMONSTRATE) and say the letter.	n.
	3a.	What is the letter on the left?	s.
s	b.	What is the letter on the right?	n.

PROGRAM READING 15: ALPHABET KINESTHETICS 3 (3-05-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
n s	4a. What is the letter on the left? b. What is the letter on the right?	n. s.
s	5a. (HAND OUT PENS) Here is a pen. What letter is on this page? b. Trace the shape of "s" with your pen and say its name.	The letter is s. s.
n	6a. What is the name of this letter? b. Trace the shape of "n" with your pen and say its name.	The letter is n. n.
s	7. Trace the "s." (POINT)	
n	8. Trace the "n." (POINT) Hand back your pens.	
t	9. What is the name of this letter?	This letter is t.
o	10. What is this letter?	This letter is o.
p	11. What is this letter?	This letter is p.
to	12. You learned to spell and say the word "to." Let's do it again. (POINT) t-o, "to." You spell it and say it.	t-o, to.
top	13. Here is another word, "top." (POINT) t-o-p, "top." You spell it and say it.	t-o-p, top.

PROGRAM READING 15: ALPHABET KINESTHETICS 3 (3-05-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
stop	14a. Let's spell and say this word. "stop." (POINT) s-t-o-p, "stop." b. You spell and say it.	s-t-o-p, stop.
not	15a. Let's read another word, "not." (POINT) n-o-t, "not." b. You spell and say it.	n-o-t, not.
tot	16a. Let's read another word, "tot." (POINT) t-o-t, "tot," b. You spell and say it.	t-o-t, tot.
pot	17a. Let's read another word, "pot." (POINT) p-o-t, "pot." b. You spell and say it.	p-o-t, pot.
(PUT MATERIALS AWAY)		

PROGRAM READING 16: REVIEW (3-05-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklet Marking pens Tape	Teacher presents taped commentary and supervises booklet marking.	Produce names of Letters "t," "s," "o," "n," and "p;" name these letters in words; when presented with three of these letters, will mark the one named.	Review: first, middle, last, left and right
VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION	
t	1. What is this letter?	t.	
s	2. What is this letter?	s.	
o	3. What is this letter?	o.	
n	4. What is this letter?	n.	
p	5. What is this letter?	p.	
top	6. This is the word "top." Let's point to each letter of the word and spell it. (POINT) t-o-p. What is the word?	top.	
pop	7. This is the word "pop." (POINT) Point to each letter and spell it. p-o-p. What is the word?	pop.	
not	8. This is the word "not." (POINT) Point and spell it. n-o-t. What is the word?	not.	
tot	9. This is the word "tot." (POINT) Point and spell it. t-o-t. What is the word?	tot.	

## PROGRAM READING 16: REVIEW (3-05-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
pot	10. This is the word "pot." (POINT) Point and spell it. p-o-t. What is the word?	pot.
stop	11. This is the word "stop." (POINT) Point and spell it. s-t-o-p. What is the word?	stop.
to	12. This is the word "to." (POINT) Point and spell it. t-o. What is the word? (HAND OUT PENS) Here are your pens.	to.
t s o	13. Mark the bar under the "s."	s is the middle letter.
n s p	14. Mark the "p."	p is the last letter.
t p s	15. Mark the "t."	t is the first letter.
p n o	16. Mark the "o."	o is the letter on the right.
p t o	17. Mark the "n."	n is the letter on the left.
lop stop not	18. t-o-p spells "top." Mark the word "top."	
ton not tot	19. n-o-t spells "not." Mark the word "not."	
pot pop spot	20. s-p-o-t spells "spot." Mark the word "spot."	
(PUT MATERIALS AWAY)		

PROGRAM READING 17: "and" AND "the" (3-05-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
<p>Student booklets Marking pens Tape</p>	<p>Teacher presents taped commentary and supervises booklet marking</p>	<p>When shown two words, "and" and "the," will mark the one named. Read phrases including words, "the," "top," and "pet."</p>	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>the and</p>	<p>(HOLD UP BOOKLET) Today we will learn to read two new words 1. This is the word "the." Say "the." What is the word? 2. Here is the other word. It is the word "and." Say "and." What is this word?</p>	<p>the and and.</p>	
<p>and the</p>	<p>3a. (POINT TO "and") and;" (POINT TO "the") "the." b. (POINT) What is the word on the left? c. (POINT) What is the word on the right?</p>	<p>and. the.</p>	
<p>and the the and the and the</p>	<p>4. Mark "and." 5. Mark "the." 6. Mark "the." 7. Mark "and."</p>		
<p>(PICTURE:) TOY TOP the top</p>	<p>8. (POINT) Here is a picture of a toy top. I can read about it. (POINT) "the top." Now you point to each word. Read about it.</p>	<p>the top.</p>	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(PICTURE:) POT	9. (POINT) Here is a picture of a pot. I can read about it. (POINT) "the pot." Now you point and read the words. Start at the left and go to the right.	the pot.
(PICTURE:) POT, TOP pot and top	10. (POINT) Here is "pot and top." Point and read the words with me. (POINT) "pot and top." Now you read the words. (POINT)	
(PICTURE:) TOP, POT the top and the pot	11a. Let's point and read the words that tell about these pictures. Read with me. (POINT) "the top and the pot." b. You point and read these words.	the top and the pot.
yes and no	12. Point and read these words.	yes and no.
	(PUT MATERIALS AWAY)	



PROGRAM READING 18: TEST (3-05-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher booklet Student booklets Pencils	Teacher presents taped commentary and supervises booklet marking. (Part A is to be given individually.)	Name letters; spell, say, and select words; respond to first, middle, last, left, and right by marking appropriately in booklet.	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>o</p> <p>l</p> <p>n</p> <p>s</p> <p>p</p> <p>top</p> <p>to</p> <p>pot</p> <p>top</p> <p>not</p> <p>stop</p>	<p>A.</p> <p>1. What letter is this?</p> <p>2. What letter is this?</p> <p>3. What letter is this?</p> <p>4. What letter is this?</p> <p>5. What letter is this?</p> <p>6. Look at this word.</p> <p>a. Point to the last letter. What is it?</p> <p>b. Point to the first letter. What is it?</p> <p>c. Point to the middle letter. What is it?</p> <p>7. Spell and read this word.</p> <p>8. Spell and read this word.</p> <p>9. Spell and read this word.</p> <p>10. Spell and read this word.</p> <p>11. Spell and read this word.</p>		

PROGRAM READING 18: TEST (3-05-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>girl, girl</p> <p>boy, boy</p> <p>3 balls (ball, ball, ball)</p> <p>3 blocks</p> <p>3 dogs</p> <p><u>o</u> t p</p> <p><u>p</u> n t</p> <p>t s <u>n</u></p> <p>p <u>s</u> o</p> <p>s o <u>t</u></p>	<p><u>B</u></p> <ol style="list-style-type: none"> <li>1. Mark the girl on the left.</li> <li>2. Mark the boy on the right.</li> <li>3. Mark the middle ball.</li> <li>4. Mark the first block.</li> <li>5. Mark the last dog.</li> <li>6. Mark the "o".</li> <li>7. Mark the "p".</li> <li>8. Mark the "n".</li> <li>9. Mark the "s".</li> <li>10. Mark the "t".</li> </ol> <p>(PUT MATERIALS AWAY)</p>	

PROGRAM READING 19: BUILDING WORDS WITH TABS (3-07-1b)

<b>MATERIALS:</b> Tab Boards Tab letters, word Blank tabs	<b>GENERAL PROCEDURE:</b> Teacher reads commentary, demonstrates, and supervises letter and word placement on tab board.	<b>OBJECTIVE(S):</b> Build words using the tab letters "p," "o," "t," and word "the."	<b>VOCABULARY:</b> tab hook
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
the	1a. (HOLD UP) What word is this? Watch me. I pick up this word by the tab. I hook the tab over my tab board like this (DEMONSTRATE). Again. b. (HAND OUT TAB BOARDS AND WORD) Here is a tab board and the word "the" for each of you. Keep your boards flat on the table. Hold your word "the" by the tab, like this (DEMONSTRATE) and hook your tab over your board, like this. Make sure your word "the" is at the left side of your board like this (SLIDE WORD TO LEFT EDGE). c. Take the word "the" off and put it on the table. Let's try it again. Pick up "the" by the tab and put it on your board on the left (DEMONSTRATE). Leave it there.		This word is "the."
the			
Blank tab	2. (HAND OUT) Here is a blank. This tells us it is the end of the word "the." Look, I put it after the word "the" (DEMONSTRATE). You put yours after the word "the."		
p	3a. Now let's build the word "pot." (HOLD UP) Here is the first letter in the word. What letter is it? b. (HAND OUT) Here is a "p" for each of you. Pick up your "p" by the tab and put it on the tab board (DEMONSTRATE)		It is the letter "p." (CHECK)
o	4a. (HOLD UP) What is this letter? b. (HAND OUT) Here is an "o" for each of you. "o" is the middle letter. Pick up "o" and put it next to "p" on your board, like this (DEMONSTRATE).		It is the letter "o." (CHECK)

PROGRAM READING 19: BUILDING WORDS WITH TABS (3-07-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
t	<p>5a. (HOLD UP) What is this letter?</p> <p>b. (HAND OUT) Here is a "t" for each of you. "t" is the last letter. Pick up "t" and put it next to "o."</p> <p>c. Now you have the word "pot." Let's spell and say the word together. p-o-t, "pot."</p>	It is the letter "t."
the pot	<p>6. Now let's read what we have on the tab board. (POINT TO EACH WORD) "the pot." You read it.</p> <p>7. Take off your tab letters "p," "o," "t," and put them on the table.</p> <p>8. Now let's build the word "top." The first letter is "t." Hold up "t." Say "t." Put "t" on your board.</p> <p>9. The middle letter is "o." Hold up "o." Say "o." Put "o" next to "t."</p> <p>10. The last letter is "p." Hold up "p." Say "p." Put "p" next to "o."</p> <p>11. Let's spell the word together. t-o-p spells "top." Now let's read what we have on the tab board. (POINT) "the top." Read it again.</p> <p>12. Hand back your "the."</p> <p>13. Hand back the blank.</p> <p>14. Hand back your "o."</p> <p>15. Hand back your "p."</p> <p>16. Hand back your "t."</p> <p>17. Hand back your boards.</p> <p>(PUT MATERIALS AWAY)</p>	the pot.
t		
to		
top		
the top		the top.

PROGRAM READING 20: ALPHABET KINESTHETICS (3-07-2a)

<b>MATERIALS:</b> Student Booklets Tape Marking pens	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and elicits choral responding.	<b>OBJECTIVE(S):</b> Trace the shape and say the name of the letter "a;" spell and read words in marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
a	<p>(HAND OUT BOOKLETS) Here is your booklet. Remember, all letters have their own name and their own shape. Today we will learn a new letter.</p> <p>1a. (POINT) This letter has its own name and its own shape. The name of this letter is "a." Say "a."</p> <p>b. Watch me find the shape of the letter "a" (DEMONSTRATE). Now you trace the shape of the letter with your finger and say the name of the letter.</p> <p>c. Again. Find the shape and say the letter.</p> <p>d. What is this letter?</p> <p>e. "a" is a very important letter. The letter "a" helps us spell many new words that we can learn to read.</p>		a.  a. a. a.
at	<p>2. (MOVE FINGER UNDER WORD) Here is the word "at." The word "at" has two letters.</p> <p>a. Point to the letter on the left. What is the letter?</p> <p>b. Point to the letter on the right. What is the letter?</p> <p>c. a-t spells "at." Say "at."</p> <p>d. Now, let's spell and read the word together. a-t, "at." (MOVE FINGER UNDER WORD) What is this word?</p>		(CHECK) a. (CHECK) t.  at.
an	<p>3a. Here is the word "an." "an" has two letters. (POINT) What is the letter on the left?</p> <p>b. (POINT) What is the letter on the right?</p> <p>c. a-n spells "an." Say "an."</p> <p>d. Now, let's spell and read the word together. a-n, "an." What is this word?</p>		a. n. an.  an.

PROGRAM READING 20: ALPHABET KINESTHETICS (3-07-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
ant	<p>4a. Here is the word "ant." (POINT) What is the first letter?</p> <p>b. (POINT) What is the middle letter?</p> <p>c. (POINT) What is the last letter?</p> <p>d. a-n-t spells "ant." Say "ant."</p> <p>e. Now you spell and read this word.</p> <p>f. (MOVE FINGER UNDER WORD) Tell me, what is this word?</p>	<p>a.</p> <p>n.</p> <p>t.</p> <p>ant.</p> <p>a-n-t spells ant.</p> <p>ant.</p>
pan	<p>5a. This is the word "pan." Say "pan."</p> <p>b. Listen. I will spell it. p-a-n. You spell it.</p> <p>c. (MOVE FINGER UNDER WORD) What is this word?</p>	<p>pan.</p> <p>p-a-n spells pan.</p> <p>pan.</p>
nan	<p>6a. This is the word "nan." n-a-n, "nan." Say "nan."</p> <p>b. You spell it.</p> <p>c. What is this word?</p>	<p>nan.</p> <p>n-a-n spells nan.</p> <p>nan.</p>
sat	<p>7a. This is the word "sat." Say "sat."</p> <p>b. Listen. I will spell it. s-a-t. You spell it.</p> <p>c. Tell me, what is this word?</p>	<p>sat.</p> <p>s-a-t spells sat.</p> <p>sat.</p>
pat	<p>8a. This is the word "pat." Say "pat."</p> <p>b. Point to the letters and spell "pat."</p> <p>c. Now say the word.</p>	<p>pat.</p> <p>p-a-t.</p> <p>pat.</p>
nap	<p>9a. This is the word "nap." Say "nap."</p> <p>b. Point to the letters and spell "nap."</p> <p>c. Say the word.</p>	<p>nap.</p> <p>n-a-p.</p> <p>nap.</p>
tan	<p>10a. This is the word "tan." Say "tan."</p> <p>b. Point to the letters and spell "tan."</p> <p>c. Say the word.</p>	<p>tan.</p> <p>t-a-n.</p> <p>tan.</p>
tap	<p>11a. This is the word "tap." Say "tap."</p> <p>b. Point to the letters and spell "tap."</p> <p>c. Say the word.</p>	<p>tap.</p> <p>t-a-p.</p> <p>tap.</p>

PROGRAM READING 20: ALPHABET KINESTHETICS (3-07-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
nat	<p>12a. This is the word "nat," Say "nat."  b. Point to the letters and spell "nat."  c. Say the word.</p>	<p>nat.  n-a-t.  nat.</p>
stop, nan	<p>13a. Now you can read your own stories. Let's read this one. "stop, nan."  b. Let's read it together. "stop, nan."  c. Now, you read it by yourself.</p>	<p>stop, nan.</p>
not on the pan	<p>14a. Here is another story. Let's read this one. "not on the pan."  b. Now, you read it.</p>	<p>not on the pan.</p>
the ant sat	<p>15a. Let's read this story. "the ant sat."  b. Let's read it together. Be sure to help me.  c. Now, you read it.</p>	<p>the ant sat.</p>
stop at the top	<p>16a. Here is another story. "stop at the top."  b. Let's read it together. "stop at the top."  c. Now, you read it.</p>	<p>stop at the top.</p>
spot sat on nat	<p>17a. Let's read this one. "spot sat on nat."  b. Let's read it together. "spot sat on nat."  c. Now, you read it.</p>	<p>spot sat on nat.</p>

(PUT MATERIALS AWAY)

PROGRAM READING 21: TAB LETTERS (3-08-1b)

<p><b>MATERIALS:</b> Tab Boards Tab letters, words Blank tabs</p>	<p><b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates and supervises tab letter placement on tab board.</p>	<p><b>OBJECTIVE(S):</b> Build sentence with tab letters and words.</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>the.</p> <p>Blank tab</p> <p>a, n, t</p> <p>Blank tab</p>	<p>Today we are going to use our tab letters to build more words that tell a story. (HAND OUT TAB BOARDS AND "the.") Here is a tab board and the word "the" for each of you. Keep your boards flat on the table.</p> <p>1a. First we will build the sentence "the ant is tan." (HOLD UP "the") What is this word?</p> <p>b. Let's begin the sentence with the word "the." Hold your word "the" by the tab like this (DEMONSTRATE), and hook your tab over your board like this. Make sure your word is at the left side of your board, like this (SLIDE WORD TO LEFT EDGE). Leave it there.</p> <p>2. (HAND OUT BLANK TABS) Here is a blank. Put it after the word "the" like this (DEMONSTRATE). The blank tells us it is the end of a word.</p> <p>3a. (HAND OUT LETTERS) Here are the letters we need to build the word "ant." a-n-t spells "ant." "a" is the first letter. Put it on your board (DEMONSTRATE).</p> <p>b. "n" is the middle letter. Put it on your board.</p> <p>c. "t" is the last letter. Put it on your board.</p> <p>d. Let's spell and say the word together. a-n-t, "ant."</p> <p>4. (HAND OUT BLANK TABS) Put it on your board to show that it is the end of the word.</p>	<p>the.</p>	



PROGRAM READING 21: TAB LETTERS (3-08-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
is	<p>5a. (HOLD UP) Here is a new word. This word is "is." Say "is."</p> <p>b. (HAND OUT) What is this word?</p> <p>c. Put the word "is" on your board next to the blank.</p>	is. is.
Blank tab t, a, n	<p>6. (HAND OUT) Put the blank next.</p> <p>7a. (HAND OUT LETTERS) Here are the letters we need to build the word "tan." t-a-n spells "tan." "t" is the first letter. Put it on your board (DEMONSTRATE). b. "a" is the middle letter. Put it on your board. c. "n" is the last letter. Put it on your board. d. Let's spell and say the word together. t-a-n, "tan."</p>	
the ant is tan	<p>8a. We have made a sentence that says "the ant is tan." Let's read it together. Point to each word as you say it. Ready? (POINT) "the ant is tan." b. Now A, point to each word and read the sentence. (REPEAT WITH EACH CHILD)</p>	
	<p>9. (HAND OUT ENVELOPES) Now take all the letters off your board and put them in these envelopes.  (PUT MATERIALS AWAY)</p>	

PROGRAM READING 22: TAB LETTERS (3-08-3b)

<p><b>MATERIALS:</b> Tab Boards Tab letters, words Blank tabs</p>	<p><b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates and supervises tab letter placement on tab board.</p>	<p><b>OBJECTIVE(S):</b> Build sentence with tab letters and words.</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>nan  Blank tab  is  Blank tab  at  Blank tab  the  Blank tab  top  nan is at the top</p>	<p>Today we will build a sentence about a girl called nan. 1. (PLACE LETTERS ON TAB BOARD) The first word is "nan." n-a-n spells "nan." You spell and say it. 2. (DEMONSTRATE) Then I put a blank here to show it is the end of the word "nan." 3. (DEMONSTRATE) The next word is "is." What is this word? 4. (DEMONSTRATE) A blank here shows that it is the end of the word "is." 5. (DEMONSTRATE) "at" is the next word. a-t spells "at." You spell the word "at." 6. Another blank. 7. "the" is the next word. What is this word? 8. Now another blank. 9. The last word in the sentence is "top." t-o-p spells "top." You spell and say it. 10. Now let's read the whole sentence together. "nan is at the top." (HAND OUT TAB LETTERS AND WORDS) Here are the letters and words you need to build a sentence just like mine. Let's begin.</p>	<p>n-a-n, nan.    is.   a-t, at.  the.  t-o-p, top.</p>	

PROGRAM READING 22: TAB LETTERS (3-08-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>11a. (HOLD UP COMPLETED TAB BOARD) <u>A</u>, what is the word we need to build first?</p> <p>b. <u>B</u>, how do you spell "nan?"</p> <p>c. Everyone find the letters n-a-n and build the word "nan."</p>	<p>nan. n-a-n.</p>
	<p>12a. What comes next?</p> <p>b. Put a blank next, then.</p>	<p>A blank comes next to show it is the end of a word.</p>
	<p>13a. <u>C</u>, what is the next word in the sentence?</p> <p>b. Everyone find "is" and put it next on your board.</p>	<p>is.</p>
	<p>14a. What do we put on our boards to show the end of a word?</p> <p>b. Everyone put a blank next to "is."</p>	<p>A blank tells us it is the end of a word.</p>
	<p>15a. <u>D</u>, what is the next word in my sentence?</p> <p>b. <u>A</u>, how do you spell "at?"</p> <p>c. Find the letters a-t and build the word "at."</p>	<p>at. a-t.</p>
	<p>16a. What comes next?</p> <p>b. Put the blank on your board next to the word "at."</p>	<p>A blank.</p>
	<p>17a. What is the next word in my sentence?</p> <p>b. Find "the" and put it next to the blank.</p>	<p>the.</p>
	<p>18a. <u>B</u>, what is the last word in my sentence?</p> <p>b. <u>C</u>, how do you spell "top?"</p> <p>c. t-o-p spells "top." Everyone build the word "top."</p>	<p>top. t-o-p.</p>
	<p>19. <u>D</u>, point to each word and read your sentence out loud.</p> <p>(CONTINUE ABOVE UNTIL ALL CHILDREN HAVE READ ENTIRE SENTENCE ALCUD)</p> <p>(PUT MATERIALS AWAY)</p>	

PROGRAM READING 23 (3-08-4b)

<b>MATERIALS:</b> Student booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Select appropriate word or phrase in marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>top, pot, tan</p> <p>tan, pat, pan</p> <p>nap, ton, tap</p> <p>not, tot, pat</p> <p>not, sat, nan</p> <p>stop, sat, top</p> <p>pat, tat, at</p> <p>pot, spot, top</p> <p>spot on top, stop on top, not on spot</p>	<p>(HAND OUT BOOKLETS AND PENS) Here is booklet and pen for you. Listen carefully. I am going to spell a word and I want you to mark the right word.</p> <ol style="list-style-type: none"> <li>1. t-o-p spells "top." Mark the word "top."</li> <li>2. p-a-n spells "pan." Mark the word "pan."</li> <li>3. t-a-p spells "tap." Mark "tap."</li> <li>4. t-o-t, "tot." Mark "tot."</li> <li>5. Mark the word "not."</li> <li>6. Mark the word "stop."</li> <li>7. Mark the word "at."</li> <li>8. Mark "spot."</li> <li>9. Now listen: Mark the phrase that says: "stop on top."</li> </ol>		

PROGRAM READING 23 (3-08-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>the pot, and nan, <u>the pan</u>  <u>stop the ant</u>, not the ant  pat and nan, top and pot,  <u>pan and fan</u></p>	<p>10. Mark the phrase that says: "the pan."  11. Mark the phrase: "stop the ant."  12. Mark the phrase: "pan and fan."</p>	
	<p>(PUT MATERIALS AWAY)</p>	

PROGRAM READING 24: WORD LOTTO (3-09-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Lotto Boards Lotto word cards	Teacher reads written commentary, illustrates and supervises game.	Select and name word in Lotto board game.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION									
<table><tr><td>is</td><td>spot</td><td>not</td></tr><tr><td>pot</td><td>at</td><td>to</td></tr><tr><td>the</td><td>sat</td><td>pop</td></tr></table>	is	spot	not	pot	at	to	the	sat	pop	<p>(HAND OUT LOTTO BOARDS) Here is a Lotto Board for you.</p> <p>1- I will pick a word. (HOLD UP) What word is this?</p> <p>2- (HAND OUT) Here is the word _____ for you. Find the word _____ on your Lotto board and put this word _____ on top of it (DEMONSTRATE).</p> <p>3- I will pick another word. (CONTINUE AS ABOVE FOR FOUR MORE WORDS)</p> <p>4- (HAVE EACH CHILD PICK AND NAME A WORD)</p> <p>5- Now watch what I am going to do. I pick any word I want from my board and name the word. This word is _____. Now you find the word _____ on your board and hand it to me. (REPEAT)</p> <p>6- Now you do it. A, you choose a word from your Lotto board and name it.</p> <p>7- Now everyone find the word _____ on your Lotto board and hand it to me. (CONTINUE WITH EACH CHILD UNTIL ALL WORDS ARE HANDED IN)</p> <p>(PUT MATERIALS AWAY)</p>	This word is _____.
is	spot	not									
pot	at	to									
the	sat	pop									

PROGRAM READING 25: LETTER/WORD REVIEW (3-10-2a)

<p><b>MATERIALS:</b> Student Booklets Marking pens Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.</p>	<p><b>OBJECTIVE(S):</b> Trace the shape and say the name of letters, spell and read words in marking booklet.</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>a</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS)</p>		<p>The letter is "a."</p>
<p>p</p>	<p>1a. What is the name of this letter? b. Trace the "a" with your pen. Say "a."</p>	<p>2a. What is the name of this letter? b. Trace the "p" with your pen. Say "p."</p>	<p>The letter is "p."</p>
<p>o</p>	<p>3a. What is this letter? b. Trace the "o" with your pen. Say "o."</p>	<p>4a. What is this letter? b. Trace the "n" with your pen. Say "n."</p>	<p>The letter is "o."</p>
<p>n</p>	<p>5a. What is this letter? b. Trace the "t" with your pen. Say "t."</p>	<p>6a. What is this letter? b. Trace the "s" with your pen. Say "s."</p>	<p>The letter is "n."</p>
<p>t</p>	<p>7a. Now we are going to put letters together to make a word. This word is "to." Watch me. I am going to trace the word "to." (DEMONSTRATE) First I trace the "t," then I trace the "o." t-o spells "to."</p>		<p>The letter is "t."</p>
<p>s</p>	<p>b. Now you do it. Trace the "t," then trace the "o."</p>	<p>c. Say t-o, "to."</p>	<p>The letter is "s."</p>
<p>to</p>	<p>d. What is this word?</p>		<p>to.</p>

PROGRAM READING 25: LETTER/WORD REVIEW (3-10-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
at	8a. This word is "at." Trace the word "at" with your pen. First trace the "a," then trace the "t" (DEMONSTRATE). b. Say a-t, "at." What is this word?	at.
pat	9a. Here is the word "pat." Watch me trace "pat." (DEMONSTRATE) I spell the word as I trace. p-a-t, "pat." What is this word? b. Now you spell and trace the word "pat." c. What is this word?	pat. p-a-t, pat. pat.
pat to at	10a. Here are three words we just traced. Let's read them. Point to the first word. Read it. b. Point to the middle word. Read it. c. Point to the last word. Read it.	pat. to. at.
top	11a. t-o-p, "top." You spell and trace the word "top." b. What is this word?	top.
pan	12a. p-a-n, "pan." You spell and trace the word "pan." b. What is this word?	pan.
stop	13a. s-t-o-p, "stop." Spell and trace the word "stop." b. What is this word?	stop.
top pan stop	14a. Let's read these words. Point to the word on the left. (POINT) Read it. b. Point to the word in the middle. Read it. c. Point to the word on the right. Read it.	top. pan. stop.
(PUT MATERIALS AWAY)		



PROGRAM READING 26: REVIEW SIGHT WORDS (3-10-4b)

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Underline, spell and trace words in marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p><u>the</u></p> <p><u>and</u></p> <p><u>yes</u></p> <p><u>is</u></p> <p><u>no</u></p>	<p>(HAND OUT BOOKLETS AND PENS)</p> <p>1a. This word is "the." Say "the."                      b. Take your pen and draw a line from left to right under "the." Say "the."                      c. What is the word on this page?</p> <p>2a. This is the word "and." Say "and."                      b. Draw a line under "and." Say "and."                      c. What is this word?</p> <p>3a. Look at the word "yes." Say "yes."                      b. Draw a line under "yes." Say "yes."                      c. What is this word?</p> <p>4a. Look at the word "is." Say "is."                      b. Draw a line under "is." Say "is."                      c. What is this word?</p> <p>5a. Look at the word "no." Say "no."                      b. Draw a line under "no." Say "no."                      c. What is this word?</p>	<p>the.</p> <p>and.</p> <p>yes.</p> <p>is.</p> <p>no.</p>	

PROGRAM READING 26: REVIEW SIGHT WORDS (3-10-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
pot	<p>6a. Now let's spell and trace a word. (DEMONSTRATE) p-o-t, "pot." b. Trace the "p" first, then trace the "o," then trace the "t." c. p-o-t spells pot.</p>	
on	<p>7. o-n, "on." Spell and trace this word.</p>	
not	<p>8. n-o-t, "not." Spell and trace this word.</p>	
pot on not	<p>9a. Here are three words that we just traced. Let's read them. Point to the first word. Read it. b. Point to the middle word. Read it. c. Point to the last word. Read it.</p>	<p>pot. on. not.</p>
ant	<p>10. a-n-t, "ant." Spell and trace this word.</p>	
tap	<p>11. t-a-p, "tap." Spell and trace this word.</p>	
sat	<p>12. s-a-t, "sat." Spell and trace this word.</p>	
sat tap ant	<p>13a. Let's read these words. Point to the word on the left. Read it. b. Point to the word in the middle. Read it. c. Point to the word on the right. Read it.</p>	<p>sat. tap. ant.</p>
	(PUT MATERIALS AWAY)	

PROGRAM READING 27: LETTER IDENTIFICATION (3-11-1b)

<b>MATERIALS:</b> Teacher Booklet Students Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Name and select letters in marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>a</p> <p>a t a n o a p</p>	<p>(HAND OUT BOOKLETS AND PENCILS) Here is a booklet for each of you.</p> <p>1. (POINT TO "a") What is this letter?</p> <p>2a. Now you can help me find all the "a's" on this page. (POINT TO EACH LETTER) Is this an "a"? Watch me draw a circle around the "a" with my pencil (DEMONSTRATE). Now you draw a circle around the "a." (POINT TO "t") Is this an "a"? We only draw circles around the letter "a." (POINT TO "a") Is this an "a"? Do we draw a circle around the "a"? (POINT TO "n") Is this an "a"? Do we draw a circle around this letter? (POINT TO "o") Is this an "a"? (POINT TO "a") Is this an "a"? Circle it. (POINT TO "p") Is this an "a"? Do we draw a circle around this letter?</p>		<p>This letter is "a."</p> <p>Yes.</p> <p>No, this is not an "a."</p> <p>Yes.</p> <p>Yes.</p> <p>No, this is not the letter "a."</p> <p>No, this is not an "a."</p> <p>Yes.</p> <p>No, it is not an "a."</p> <p>No, it is not an "a."</p>

PROGRAM READING 27: LETTER IDENTIFICATION (3-11-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
a p a n s a	3a. Now you find all the "a's" on this page and circle them with your pencil. b. Count them. Did you find three "a's"?	Yes. This letter is "p."
p	4. Now let's find a different letter. Look at this letter. What is its name?	Yes. This letter is "p."
p t s p n p o p a	5a. You find all the "p's" and circle them with your pencil. b. Count them. Did you find four "p's"?	Yes. This letter is "n."
n	6. Now let's find a different letter. What is this letter?	Yes. This letter is "o."
n p n s o a n t n n	7a. You find all the "n's" and circle them with your pencil. b. Did you find five "n's"?	Yes. This letter is "s."
o	8. Let's find a different letter. What is this letter?	Yes. This letter is "t."
o n o p a t o s o	9a. Find all the "o's" and circle them. b. Did you find four "o's"?	Yes. This letter is "t."
s	10. Now let's find another letter. What is this letter?	Yes. This letter is "t."
s t a s p a n a s s	11a. Find all the "s's" and circle them with your pencil. b. Did you find four "s's"?	Yes. This letter is "t."
t	12. Let's find another letter. What is this letter?	Yes. This letter is "t."
t a o t t p n t s t	13a. Find all the "t's" and circle them. b. Did you find five "t's"?	Yes. This letter is "t."
a t n s p a t o s p n o n t o a p s	14. Circle all the "p's."	Yes. This letter is "t."
(SAME AS FRAME 14)	15. Circle all the "s's."	
(SAME AS FRAME 14)	16. Circle all the "n's."	
(SAME AS FRAME 14)	17. Circle all the "t's."	
(SAME AS FRAME 14)	18. Circle all the "a's."	

(PUT MATERIALS AWAY)

PROGRAM READING 28: BEGINNING SOUNDS & LETTERS (3-11-3b)

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Select word that has the same beginning sound and letter as a given word in marking booklet.	<b>VOCABULARY:</b> sounds begins same letter same sound
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<div> <div>sat</div> <div>sop</div> <div>top</div> <div>nan</div> <div>tap</div> </div> <div> <div>hop</div> <div>nat</div> <div>top</div> <div>sap</div> </div>	<p>Today we will mark words that begin with the same sound and letter.</p> <p>1a. (POINT) This is the word "sop." The word "sop" <u>begins</u> with the sound of the letter "s." "s"--"sop."</p> <p>b. (POINT TO WORDS AT BOTTOM) Now look at the other words. Find the word that <u>begins</u> with the <u>same sound and letter</u> as "sop." Mark it.</p> <p>c. Now let's say the two words that begin with the same sound... "sop"--"sat." Now you say the words.</p> <p>2a. (POINT) This is the word "pat." The word "pat" begins with the sound of the letter "p." "p"--"pat."</p> <p>b. (POINT TO WORDS AT BOTTOM) Now look at the other words. Find the word that <u>begins</u> with the same sound and letter as "pat." Mark it.</p> <p>c. Now you say the two words that begin with the same sound. "pat"--"pop." Say it.</p> <p>3a. (POINT) This is the word "tan."</p> <p>b. Look at the other words. Find the word that begins with the same sound and letter as "tan." Mark it.</p> <p>c. You say the two words that begin with the same letter and sound. "tan"--"top."</p> <p>4a. (POINT) This is the word "nap."</p> <p>b. Find the word that begins with the same sound and letter as "nap." Mark it.</p>	<p>"sop" and "sat" begin with the same sound and letter.</p> <p>"pat" and "pop" begin with the same sound and letter.</p> <p>"tan" and "top" begin with the same sound and letter.</p> <p>"nap" and "not" begin with the same sound and letter.</p>	

PROGRAM READING 28: BEGINNING SOUNDS & LETTERS (3-11-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>cat            sat</p> <p>              hat     <u>sop</u></p>	<p>4c. Now you say the two words that begin with the same letter and sound. "nap"---"not."</p> <p>5a. (POINT) This is the word "sat."</p> <p>b. Find the word that begins with the same sound and letter as "sat." Mark it.</p> <p>c. Now you say the two words that begin with the same sound and letter. "sat"---"sop."</p>	<p>"sat" and "sop" begin with the same sound and letter.</p>
<p>              tap</p> <p><u>tan</u>            sam     nob</p>	<p>6a. (POINT) This is the word "tap."</p> <p>b. Find the word that begins with the same sound and letter as "tap." Mark it.</p> <p>c. Now you say the two words that begin with the same sound and letter. "tap"---"tan."</p>	<p>"tap" and "tan" begin with the same sound and letter.</p>
<p>              not</p> <p>son            <u>nan</u>     pat</p>	<p>7a. (POINT) This is the word "not."</p> <p>b. Find the word that begins with the same sound and letter as "not" and mark it.</p> <p>c. Now say the two words that begin with the same sound and letter. "not"---"nan."</p>	<p>"not" and "nan" begin with the same sound and letter.</p>
<p>              pan</p> <p>nap            san     <u>pot</u></p>	<p>8a. (POINT) This is the word "pan."</p> <p>b. Mark the word that begins with the same sound and letter as "pan."</p> <p>c. Say the two words that begin with the same sound and letter. "pan"---"pot."</p>	<p>"pan" and "pot" begin with the same sound and letter.</p>

(PUT MATERIALS AWAY)

**PROGRAM** READING 29: BEGINNING AND ENDING SOUNDS & LETTERS (3-11-4b)

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Select word that has the same beginning or ending sound and letter as a given word.	<b>VOCABULARY:</b> sounds beginning ending same letter same sound
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<div>cab</div> <div>sot      bat      sap</div> <div>nat      pan      pot      son</div> <div>nap      nan      tot      pop</div> <div>tap      tot      sap      pan</div>	<p>Today we will mark some more words that begin with the same sound and letter.</p> <p>1a. (POINT) This is the word "sot."                      b. (POINT TO WORDS AT BOTTOM) Now look at the other words. Find the word that begins with the same sound and letter as "sot." Mark it.                      c. Now you say the two words that begin with the same sounds. "sot--sap." Say it.</p> <p>2a. (POINT) This is the word "pan."                      b. (POINT TO WORDS AT BOTTOM) Find the word that begins with the same sound and letter as "pan." Mark it.                      c. What words begin with the same sound and letter?</p> <p>3a. (POINT) This is the word "nan."                      b. (POINT TO WORDS AT BOTTOM) Find the word that begins with the same sound and letter as "nan." Mark it.                      c. What words begin with the same sound and letter?</p> <p>4a. (POINT) This is the word "tot."                      b. (POINT TO WORDS AT BOTTOM) Find and mark the word that begins with the same sound and letter as "tot."                      c. What words begin with the same sound and letter?</p>	<p>"sot" and "sap" begin with the same sound and letter.</p> <p>"pan" and "pot" begin with the same sound and letter.</p> <p>"pan and pot."</p> <p>"nan" and "nap" begin with the same sound and letter.</p> <p>"nan" and "nap."</p> <p>"tot" and "tap" begin with the same sound and letter.</p> <p>the same sound and letter.</p> <p>"tot" and "tap."</p>	



PROGRAM READING 29: BEGINNING & ENDING SOUNDS & LETTERS (3-11-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>tan</p>	<p>Now let's listen to how the <u>end</u> of the word sounds.</p> <p>5a. This word says "tan." The last letter of the word is "n." It is the last sound of the word you hear. (POINT) What letter is at the end of this word?</p>	<p>The letter "<u>n</u>" is at the end.</p>
<p><u>nap</u></p> <p>top</p> <p>cab</p> <p>ran</p>	<p>6a. (POINT) This is the word "top." The word "top" ends with the sound of the letter p, "top."          b. (POINT TO WORDS AT BOTTOM) Find the word that ends with the same sound and letter as "top." Mark it.          c. Now you say the words that <u>end</u> with the same sound and letter. "top"---"nap."</p>	<p>"<u>t</u>op" and "<u>n</u>ap" end with the same sound and letter.</p>
<p>pan</p> <p>lab</p> <p>lan</p>	<p>7a. (POINT) This is the word "pan."          b. (POINT TO WORDS AT BOTTOM) Find the word that <u>ends</u> with the same sound and letter. Mark it.          c. Say the words that end with the same sound and letter. "pan"---"tan."</p>	<p>"<u>p</u>an" and "<u>t</u>an" end with the same sound and letter.</p>
<p>nat</p> <p><u>pot</u></p> <p>nod</p>	<p>8a. (POINT) This is the word "nat."          b. (POINT TO WORDS AT BOTTOM) Find the word that <u>ends</u> with the same sound and letter. Mark it.          c. Say the words that end with the same sound. "nat"---"pot."</p>	<p>"<u>n</u>at" and "<u>p</u>ot" end with the same sound and letter.</p>
<p>nap</p> <p>can</p> <p>sam</p> <p><u>sop</u></p>	<p>9a. (POINT) This is the word "nap."          b. (POINT) Find and mark the word that ends with the same sound and letter.          c. Say the words that end with the same sound. "nap"---"sop."</p>	<p>"<u>n</u>ap" and "<u>s</u>op" end with the same sound and letter.</p>
<p>pot</p> <p>man</p> <p>mop</p> <p><u>sat</u></p>	<p>10a. (POINT) This is the word "pot."          b. Find the word that ends with the same sound and letter. Mark it.          c. Say the words that end with the same sound. "pot"---"sat."</p>	<p>"<u>p</u>ot" and "<u>s</u>at" end with the same sound and letter.</p>



PROGRAM READING 29: BEGINNING & ENDING SOUNDS & LETTERS (3-11-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p><u>son</u></p> <p>nan fat</p> <p>bat</p>	<p>11a. (POINT) This is the word "nan." b. Find and mark the word that ends with the same sound and letter. c. You say the words that end with the same sound. "nan"---"son."</p>	<p>"nan" and "son" end with the same sound and letter.</p>
<p>can</p> <p>sap <u>top</u></p> <p>ant</p>	<p>12a. (POINT) Here is the word "sap." b. Find and mark the word that ends with the same sound and letter. c. Say the words that end with the same sound. "sap"---"top."</p>	<p>"sap" and "top" end with the same sound and letter.</p>
<p>pan</p> <p>tan cat</p> <p>map</p>	<p>13a. (POINT) Here is the word "tan." b. Find and mark the word that ends with the same sound and letter. c. What are the two words that end with the same letter?</p>	<p>"tan" and "pan" end with the same sound and letter. "tan" and "pan" end with the same sound and letter.</p>
<p>pop</p> <p>not tan</p> <p>pat</p>	<p>14a. (POINT) This is the word "not." b. Find and mark the word that ends with the same sound and letter. c. What are the two words that end with the same sound and letter?</p>	<p>"not" and "pat" end with the same sound and letter. "not" and "pat" end with the same sound and letter.</p>

(PUT MATERIALS AWAY)

PROGRAM READING 30: ALPHABET KINESTHETICS (3-12-2a)

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Trace the shape and say the name of the letters "r," "a," "s," "n," and "m;" spell and say words using these letters.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>	
r	<p>(HAND OUT BOOKLETS) Today we will learn two new letters. Remember, all letters have their own name and shape.</p> <p>1a. (POINT) This letter has its own name and its own shape. This letter is "r." Say "r."</p> <p>b. Watch me find the shape of the letter "r" (DEMONSTRATE). Now you follow the shape with your finger and say the name of the letter.</p> <p>c. Again. Follow the shape (DEMONSTRATE) and say the letter.</p> <p>d. What is this letter?</p> <p>2a. (POINT) Here is another letter. The name of this letter is "m." Say "m."</p> <p>b. "m" is a letter and has its own shape. Watch me find the shape of the letter "m" (DEMONSTRATE). Now you follow the shape with your finger and say the name of the letter.</p> <p>c. Again. Follow the shape of "m" and say the letter.</p> <p>d. What is this letter?</p> <p>3a. (POINT) The name of this letter is "a." Say "a."</p> <p>b. Follow the shape of "a" with your finger and say "a."</p> <p>c. Again. Follow the shape of "a" (DEMONSTRATE) and say "a."</p> <p>d. What is the name of this letter?</p>	<p>r.</p> <p>r.</p> <p>r.</p> <p>The letter is r.</p> <p>m.</p> <p>m.</p> <p>m.</p> <p>The letter is m.</p> <p>a.</p> <p>a.</p> <p>a.</p> <p>The letter is a.</p>	

VISUAL		AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
r	m	4a. What is the letter on the left? b. What is the letter on the right?		r (POINT). m (POINT).
m	r	5a. What is the letter on the left? b. What is the letter on the right? (HAND OUT MARKING PENS) Here is a pen.		m (POINT). r (POINT).
r		6a. What letter is on this page. b. Trace the shape of "r" with your pen and say its name.		The letter is r.
m		7a. What is the name of this letter? b. Trace the shape of "m" with your pen and say its name.		The letter is m.
r	m	8. Trace the "r."		
r	m	9. Trace the "m."		
s		(COLLECT MARKING PENS) Hand back your pens.		This letter is s.
n		10. What is the name of this letter?		This letter is n.
a		11. What is the name of this letter?		This letter is a.
p		12. What is this letter?		This letter is p.
an		13. What is this letter?		
		14. You know how to spell and say a word. Let's spell and say this word. (POINT) a-n, "an." You spell and say it.		a-n, an (POINT).
ran		15. Here is another word, "ran." (POINT) r-a-n, "ran." You spell it and say it.		r-a-n, ran (POINT).
snap		16a. Here is the word "snap." Let's spell and say it together. (POINT) s-n-a-p, "snap." b. You spell it and say it.		s-n-a-p, snap.



**PROGRAM**    **READING 30: ALPHABET KINESTHETICS (3-12 -2a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
mat	17. Let's read another word, "mat." (POINT) m-a-t, "mat." You spell and say it.	m-a-t, mat.
sam	18. Let's read another word, "sam." (POINT) s-a-m, "sam." You spell and say it.	s-a-m, sam.
rap	19. Let's read another word, "rap." (POINT) r-a-p, "rap." You spell and say it.	r-a-p, rap.
rat	20. This word is "rat." (POINT) r-a-t, "rat." You spell and say it.	r-a-t, rat.
	(PUT MATERIALS AWAY)	

**PROGRAM** READING 31: WORD IDENTIFICATION, BEGINNING SOUNDS "r", "m" (3-12-4a)

<b>MATERIALS:</b> Student Booklets Pencils Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Name and select letters, select word that has the same beginning sound and letter as a given word.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>r</p> <p>r m r a r</p> <p>t r m r a r</p> <p>m</p> <p>m a m m o</p>	<p>(HAND OUT BOOKLETS AND PENCILS) Here is a booklet for each of you and a pencil.</p> <p>1a. What is this letter? b. Say "r."</p> <p>2a. Now let's look for all the "r's" on this page and circle them. Is the first letter "r"? b. Say "r" and circle it. c. Is the next letter "r"? d. Do we circle it? e. Is the next letter "r"? f. Say "r" and circle it. g. Is the next letter "r"? h. Is the last letter "r"? i. Say "r" and circle it. j. How many "r's" did you find?</p> <p>3a. Find all the "r's" on this page and circle them. b. How many "r's" did you find?</p> <p>4a. Look at this letter. What is its name? b. Say "m."</p> <p>5a. Let's circle all the "m's" on this page. Point to the first letter. Is it "m"? b. Say "m" and circle it.</p>		<p>This letter is "r."</p> <p>Yes.</p> <p>No.</p> <p>No, we circle only the "r's."</p> <p>Yes.</p> <p>No.</p> <p>Yes.</p> <p>Three "r's."</p> <p>Three "r's."</p> <p>This letter is "m."</p> <p>Yes.</p>

**PROGRAM READING 31: WORD IDENTIFICATION (3-12-4a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p> <u>m</u>   <u>m</u>   <u>c</u>   <u>x</u>   <u>m</u>   <u>m</u>    <u>mop</u>   <u>mad</u>   <u>top</u>   <u>ran</u> </p>	<p>                     5c. Is the next letter "m"?                      d. Is the next letter "m"?                      e. Say "m" and circle it.                      f. Is the next letter "m"?                      g. Say "m" and circle it.                      h. Is the last letter "m"?                      i. How many "m's" did you find?                        6a. Circle all the "m's" on this page.                      b. How many "m's" did you find?                        7a. (POINT) This is the word "mad." Listen to these words: (POINT) "mop," "top," "ran." Mark the word that begins with the same sound and letter as "mad."                      b. Say the two words that begin with the same sound and letter.                 </p>	<p>                     No.                      Yes.                        Yes.                        No.                      Three "m's."                        Four "m's."                        "mop" begins with the same sound and letter.                      "mop" and "mad" begin with "m."                 </p>
<p> <u>ran</u>   <u>rat</u>   <u>mom</u> </p>	<p>                     8a. (POINT) This is the word "ran." Listen to these words: (POINT) "tan," "rat," "mom." Mark the word that begins with the same sound and letter as "ran."                        b. Say the two words that begin with the same sound and letter.                 </p>	<p>                     "rat" begins with the same sound and letter as "ran."                      "rat," "ran."                 </p>
<p> <u>rap</u>   <u>tom</u>   <u>rot</u> </p>	<p>                     9a. (POINT) This is the word "rap." Listen to these words: (POINT) "mat," "tom," "rot." Mark the word that begins with the same sound as "rap."                        b. Say the words that begin with the same sound and letter.                 </p>	<p>                     "rap" and "rot" begin with the same letter.                        "rap," "rot."                 </p>
<p> <u>mom</u>   <u>mar</u>   <u>nap</u> </p>	<p>                     10a. (POINT) This is the word "mom." Listen to these words: (POINT) "tam," "mar," "nap." Mark the word that begins with the same sound as "mom."                        b. Say the words.                 </p>	<p>                     "mom" and "mar" start with the same sound.                      "mom," "mar."                 </p>

**PROGRAM** READING 31: WORD IDENTIFICATION (3-12-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>map      rat</p> <p>         sat</p> <p>         <u>ran</u></p>	<p>11a. (POINT) This is the word "rat." Listen: (POINT) "map," "sat," "ran." Mark the word that begins with the same sound and letter as "rat."</p> <p>b. Say the words.</p>	<p>"rat" and "ran" begin with the same sound and letter.</p> <p>"ran," "ran."</p>
<p>         man</p> <p>         sam</p> <p><u>mat</u>      rot</p>	<p>12a. (POINT) This is the word "man." Listen: "mat," "sam," "rot." Mark the word that begins with the same sound as "man."</p> <p>b. Say the words.</p> <p>(PUT MATERIALS AWAY)</p>	<p>"man" and "mat" begin with the same sound.</p> <p>"man," "mat."</p>

PROGRAM READING 32: BEGINNING AND ENDING SOUNDS (3-13-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student booklets Pencils Tape	Teacher presents taped commentary and supervises booklet marking.	Select letters or words that have the same beginning or ending sound and letter as a given letter or word.	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>m r t r a m r o p m r a n m r r o m</p> <p>(SAME AS #1)</p> <p>rap tar tom par mat mop ram ran man</p>	<p>(HAND OUT BOOKLETS AND PENCILS) Here is a booklet and a pencil for you. Today we are going to circle letters again.</p> <p>1a. Circle all the "r's" on this page with your pencil. b. Count the "r's." How many "r's" did you find?</p> <p>2a. Circle the "m's" on this page. b. Count the "m's." How many "m's" did you find?</p> <p>3a. Listen carefully. Circle all the words that <u>begin</u> with "m." b. Count the words that begin with "m." How many words begin with "m"? c. Let's say the words that begin with "m." "mat," "mop," "man."</p>		<p>You are right if you counted six "r's."</p> <p>Six "m's."</p> <p>Three words begin with "m."</p>
<p>(SAME AS #3)</p> <p>tar mar pot tan</p>	<p>4a. Now circle all the words that begin with "r." b. Count the words that begin with "r." How many words begin with "r"? c. Let's say the words that begin with "r." "rap," "ram," "ran."</p> <p>5a. Now we are going to mark words that <u>end</u> with the letter "r." (POINT) This is the word "tar." Listen to these words: (POINT) "mar," "pot," "tan." Mark the word that ends with the same sound as "tar." b. Say the words that end with the same sound and letter.</p>		<p>Three words begin with "r."</p> <p>"mar" and "tar" end with the same sound. "mar," "tar."</p>



**PROGRAM** READING 32: BEGINNING AND ENDING SOUNDS (3-13-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>mat      or</p> <p>nor      on</p>	<p>6a. (POINT) This is the word "or." Listen to these words: (POINT) "mat," "nor," "on." Mark the word that ends with the same sound as "or."</p> <p>b. Say the words that end the same.</p>	<p>"or" and "nor" end with the same sound. "nor," "or."</p>
<p>pan      tom</p> <p>rat      rat</p> <p>ram      ram</p>	<p>7a. Now we are going to mark words that end with the letter "m." (POINT) This word is "tom." Listen to these words: "pan," "rat," "ram." Mark the word that ends with the same sound as "tom."</p> <p>b. Say the words that end the same.</p>	<p>"tom" and "ram" end with the same sound. "tom," "ram."</p>
<p>sat      sam</p> <p>tam      tam</p> <p>nor      nor</p>	<p>8a. (POINT) This is the word "sam." Listen: (POINT) "sat," "tam," "not." Mark the word that ends with the same sound as "sam."</p> <p>b. Say the words.</p>	<p>"sam" and "tam" end with the same sound. "sam," "tam."</p>
<p>(SAME AS #3)</p>	<p>9a. Listen carefully. Circle all the words that end with the same sound as "tam."</p> <p>b. Count the words that end with "m." How many did you find that end like "tam"?</p>	<p>Two words end with "m" like "tam."</p>
<p>(SAME AS #3)</p>	<p>10a. Now, circle all the words that end with the same sound as "car."</p> <p>b. Count the words that end with "r." How many words end like "car"?</p> <p>(PUT MATERIALS AWAY)</p>	<p>Two words end with "r" like "car."</p>

PROGRAM READING 33: TAB LETTERS (3-13-2b)

<b>MATERIALS:</b> Tab Boards Tab letters, words, blanks	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates and supervises tab letter placement on tab board.	<b>OBJECTIVE(S):</b> Build a sentence with tab letters and words.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
the  Blank tab  a  r  t  rat  Blank tab  is  Blank tab	<p>(HAND OUT BOARDS) Let's use our tab boards to build more words that tell a story.</p> <p>1a. (HOLD UP) What word is this?</p> <p>b. (HAND OUT) Here is the word "the" for you. Put "the" on your board at the left, like this (DEMONSTRATE).</p> <p>2. (HAND OUT) Put a blank next, like this (DEMONSTRATE).</p> <p>3. (HOLD UP) What letter is this? Say "a."</p> <p>4. What letter is this? Say "r."</p> <p>5. What letter is this? Say "t."</p> <p>6a. (HAND OUT) Here are the letters for you. Let's use these letters to build the word "rat." r-a-t, "rat."</p> <p>b. You build the word "rat" next to the blank, like this.</p> <p>c. You spell and read the word. r-a-t, "rat."</p> <p>d. Let's read both words together. (POINT) "the rat."</p> <p>e. Again. "the rat."</p> <p>7. (HAND OUT) Put the blank next, like this (DEMONSTRATE).</p> <p>8a. (HOLD UP) What word is this?</p> <p>b. (HAND OUT) Put "is" next, like this (DEMONSTRATE).</p> <p>9a. (HAND OUT) Here is a blank. Show me where you will put it.</p> <p>b. If you put it here (DEMONSTRATE) you are right.</p>	the.  a.  r.  t.  r-a-t, rat.  is.  (CONFIRM)	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
o n	10a. (HOLD UP) What letter is this? Say "o." b. What letter is this? Say "n." c. (HAND OUT) Here are the letters for you. Let's use the letters to build the word "on." o-n, "on." You build the word "on" next to the blank like this (DEMONSTRATE). d. You spell and read the word. o-n, "on."	o. n.  o-n, on.
Blank	11a. Let's read all the words together. "the rat is on..." b. Again. "the rat is on..."	(CONFIRM) the.
the	12. (HAND OUT) Put the blank next...	(CONFIRM)
Blank	13a. (HOLD UP) Here is a word you know. What is it? b. (HAND OUT) Put "the" next, like this (DEMONSTRATE). 14. (HAND OUT) Put another blank next.	(CONFIRM)
m	15a. We are building a sentence. Point to each word and let's read together. "the rat is on the..." b. Again. "the rat is on the..." We have to finish our sentence. Let's put the rat on the mat.	m.
a	16. (HOLD UP) What letter is this? Say "m." 17. What letter is this? Say "a."	a.
t	18. What letter is this? Say "t."	t.
mat	19. (HAND OUT) Here are the letters for you. Put them on the board and build the word "mat." m-a-t, "mat." You spell and say "mat."	m-a-t, mat.
the rat is on the mat	20a. Now let's read the whole sentence together. Point to each word. "the rat is on the mat." b. Again. "the rat is on the mat." (PUT MATERIALS AWAY)	

PROGRAM READING 34: TAB LETTERS (3-13-4a)

<b>MATERIALS:</b> Tab Boards Tab letters, words, blanks White, yellow, blue striped envelopes	<b>CENTRAL PROCEDURE:</b> Teacher reads written commentary, demonstrates and supervises tab letter placement on tab board.	<b>OBJECTIVE(S):</b> Build a sentence with tab letters and words.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>the, m, a, n, 2 blank tabs</p> <p>s, a, t, blank tab</p> <p>o, n, a, m, a, t, 2 blank tabs</p>	<p>(HAND OUT TAB BOARDS) Here is your tab board. Today let's build a sentence about a man.</p> <p>1a. (PLACE "the" ON BOARD) The first word is "the." Then I put down a blank, then m-a-n, "man." Then I put down another blank.</p> <p>b. Let's read the sentence together. (POINT) "the man."</p> <p>2. (HAND OUT) Here are some letters and a word for you. Take them out of the envelope. Now you build "the man" like this (POINT TO BOARD).</p> <p>3a. Now watch. I'm going to build on to the sentence. (DEMONSTRATE) I add another word. s-a-t, "sat," and another blank. Let's spell and read this word together. (POINT) s-a-t, "sat."</p> <p>b. Now let's read the whole phrase. (POINT) "the man sat."</p> <p>4. (HAND OUT) Here are some letters for you. You build on to our sentence and make "the man sat."</p> <p>5a. Now watch. I will finish the sentence. (DEMONSTRATE) o-n, "on the," m-a-t, "mat." Let's read the whole sentence together. (POINT) "the man sat on a mat."</p> <p>b. Again. "the man sat on a mat."</p> <p>6. (HAND OUT) Here are word, letters, and blanks. Finish your sentence. (POINT) Make it exactly like mine. Use every tab.</p>		<p>(CONFIRM)</p> <p>(CONFIRM)</p> <p>(CONFIRM)</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>7a. Now let's point to the words and read our sentence. (POINT) "the man sat on a mat." b. Again. "the man sat on a mat." c. Now you point to each word and read it.</p> <p>8a. First, take your blue striped envelope and put it "the man." Say "the man." b. Make sure you put two blanks in the envelope.</p> <p>9a. Next, take your white envelope and put s-a-t, "sat" inside. Say "sat." b. Make sure you put one blank in your envelope.</p> <p>10a. Last, take your yellow envelope and put in "on a mat." Say "on a mat." b. Make sure you put two blanks in your envelope.</p> <p>(PUT MATERIALS AWAY)</p>	<p>(CHECK)</p> <p>(CHECK)</p> <p>(CHECK)</p>

PROGRAM READING 35: BEGINNING SOUNDS (4-01-1b)

<b>MATERIALS:</b> None	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b> Produce word with the same beginning sound as a given word in Listening Game.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>  We are going to play a listening game today.  1a. I will say two words together. If they have the same <u>beginning</u> sound, you nod your head yes like this (DEMONSTRATE). Nod your head "yes."  b. If the words do not have the same <u>beginning</u> sound, shake your head no like this (DEMONSTRATE). Shake your head "no."  2. Let's begin. Remember when I say the words, you nod your head "yes" if they begin with the same sound, or shake your head "no" if they do not have the same beginning sound. (VERIFY CORRECT AND INCORRECT PAIRS BY NODDING HEAD VIGOROUSLY, SAY "YES" OR "NO")  a. mat - man (Y) b. mat - sat (N) c. sat - tap (N) d. sat - sam (Y) e. pot - pan (Y) f. pat - hop (N)  g. tam - mat (N) h. tip - tub (Y) i. never - ever (N) j. near - not (Y) k. some - soup (Y) l. supper - under (N)		<b>CONFIRMATION</b>  (CHECK/CONFIRM).  (CHECK/CONFIRM).


PROGRAM READING 35: BEGINNING SOUNDS (4-01-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>3a. Let's try a new game. This time, you can each take a turn and tell me two words that begin with the sound of the letter "m," e.g., money - mary. You can use any words you know, or you can make up your own words. (IF CHILD CANNOT PRODUCE TWO WORDS WITH SAME BEGINNING SOUND, SAY FIRST WORD AND HAVE CHILD PRODUCE SECOND.) (TURN OFF TAPE)</p> <p>Ready, let's begin.</p> <p>b. (a,) tell me two words that begin with the sound of the letter "m." (REPEAT FOR EACH CHILD)</p> <p>4. (CONTINUE ABOVE PROCEDURE FOR THE FOLLOWING LETTERS)</p> <p>a. t: turtle - tan</p> <p>b. p: pretty - part</p> <p>c. r: run - rabbit</p> <p>d. s: silly - Susan</p> <p>e. n: near - noise</p>	

PROGRAM READING 36: ENDING SOUNDS (4-01-2b)

<b>MATERIALS:</b> Treasure Maps Word Cards	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, elicits choral responding, and supervises card placement on maps.	<b>OBJECTIVE(S):</b> Produce word with the same ending sound as a given word in Listening Game; place word that has the same beginning letter as <u>last</u> letter of preceding word on map.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
	<p>Today we will play the listening game again, only we will play it differently. Let's listen for the ending sounds of words. I will say two words together. If they have the same ending sound you nod your head "yes" (DEMONSTRATE). If they do <u>not</u> have the same ending sound, shake your head "no" (DEMONSTRATE). Let's begin.</p> <ol style="list-style-type: none"> <li>1. tap-mop      nap-sat      sam-tar      star-car jam-tam      ham-hat      cat-foot      hat-cap man-met      soon-ten</li> <li>2. Now let's play another game with ending sounds. Each of you can take a turn and tell me two words that end with the same sound and letter. Remember, you can use any words you know or you can make some up. Let's begin.</li> </ol> <ol style="list-style-type: none"> <li>a. A, tell me two words that end with the letter "n." Listen, like "stan-man." (ACCEPT AS CORRECT ANY TWO WORDS THAT HAVE THE SAME SOUND. SOME WORDS HAVE THE SAME SOUND BUT DIFFERENT SPELLING, E.G., "LAMB-SAM." IF HELP IS NEEDED, GIVE CHILD FIRST WORD AND LET HIM PRODUCE SECOND.)</li> <li>b. B, tell me two words that end with the sound of: p, troop-creep      t, treat-start      m, team-tram s, steps-hearts      r, stir-mirror</li> </ol>		



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
 <p>(POT OF GOLD)</p> <p>man</p>	<p>(HAND OUT MAPS) Now we'll play a treasure game. The pirates have buried a treasure deep down in the ground. It is a pot of gold. The words will lead to the pot of gold. Here is your treasure map, (HAND OUT WORD CARDS) and here are some words for you.</p> <p>3a. The pirates left us with a clue word. (POINT TO "sam") What is the word?</p> <p>b. The word "sam" ends in what letter?</p> <p>c. Now listen carefully. Who has a word that <u>begins</u> with the letter "m"? A, read your word.</p> <p>d. Good, you have found the first step. (POINT) Put the word "man" in the first box. (POINT) The "m" is under the "m."</p>	<p>The word is "sam." It ends in "m."</p> <p>The word is "man."</p>
<p>not</p>	<p>4a. Now listen. (POINT) What letter does "man" end with?</p> <p>b. Who has a word that <u>begins</u> with the letter "n"? B, read the word you have that starts with the letter "n."</p> <p>c. Put the word "not" under the word "man."</p> <p>d. Let's check. (POINT) "man" <u>ends</u> with the letter "n" and (POINT) "not" <u>begins</u> with the letter "n."</p>	<p>"man" ends with "n." The word is "not."</p>
<p>tap</p>	<p>5a. Now, who has a word that <u>begins</u> with the letter "t"? C, read the word you have.</p> <p>b. Put the word "tap" under the word "not."</p> <p>c. Let's check. (POINT) "not" <u>ends</u> with "t" and "tap" <u>begins</u> with "t."</p>	<p>The word is "tap."</p>

**PROGRAM**      **READING 36: ENDING SOUNDS**      **(4-01-2b)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>pot</p>	<p>6a. We are almost to the treasure. Just one more word.          (POINT) What letter does the word "tap" end with?</p> <p>b. Who has a word that <u>begins</u> with the letter "p"?  <u>D</u>, read your word.</p> <p>c. Put the word "pot" under the word "tap."</p> <p>d. Let's check. (POINT) "tap" ends with "p" and          (POINT) "pot" begins with "p."</p> <p>Hooray! We have found where the pirates buried the          pot of gold. We have found the treasure!</p> <p>(PUT MATERIALS AWAY)</p>	<p>Tap ends with "p."</p> <p>The word is "pot."</p>

PROGRAM READING 37: Discrimination (4-01-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher presents taped commentary and supervises booklet marking.	Select appropriate word or phrase in marking booklet.	
VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION	
<p>pot sap man</p> <p>mar pop rat</p> <p>tom sat pan</p> <p>par man sop</p> <p>sap tam not</p> <p>pan tom the</p> <p>mar rop pat</p> <p>top sam mat</p> <p>on top, the mat, a man</p> <p>a tam, the pot, at nap</p> <p>a pan, on top, the tot</p> <p>to ant, on ant, the ant</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS) Here is a booklet and pen for each of you. Listen carefully. I am going to spell a word and I want you to mark the right word.</p> <ol style="list-style-type: none"> <li>s-a-p spells "sap." Mark the word "sap."</li> <li>r-a-t spells "rat." Mark the word "rat."</li> <li>t-o-m, "tom." Mark "tom."</li> <li>m-a-n, "man." Mark the word "man."</li> <li>"not." Mark "not."</li> <li>"pan." Mark "pan."</li> <li>"rop." Mark "rop."</li> <li>"mat." Mark "mat."</li> </ol> <p>9. Now listen carefully. I am going to say a phrase. You mark the phrase in your book. "on top." Mark the phrase "on top."</p> <p>10. Listen to this phrase: "the pot." Mark "the pot."</p> <p>11. "a pan." Mark the phrase "a pan."</p> <p>12. "the ant." Mark it.</p>		

**PROGRAM** READING 37: DISCRIMINATION (4-01-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p><u>pan and tan, pop on top</u></p> <p><u>tan a mat, pat the sap</u></p> <p><u>the man and sam, a tot on top</u></p> <p><u>the tan man, a tot on top</u></p>	<p>13. "pan and tan." Mark it.</p> <p>14. "pat the sap." Mark it.</p> <p>15. "the man and sam." Mark it.</p> <p>16. "a tot on top." Mark it.</p> <p>(PUT MATERIALS AWAY)</p>	

**PROGRAM** READING 35: ALPHABET KINESTHETICS (4-02-1b)

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Trace the shape and say the name of the letters "d" and "i;" spell and read words.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
d	<p>(HAND OUT BOOKLETS) Today we will learn two new letters. Remember, all the letters have their own names and shapes.</p> <p>1a. (POINT) This letter has its own name and its own shape. This letter is "d." Say "d."</p> <p>b. Watch me find the shape of "d" (DEMONSTRATE).</p> <p>c. Now you follow the shape of the letter "d" with your finger and say the name of the letter.</p> <p>d. Again. Follow the shape and say the letter.</p> <p>e. What is this letter?</p>		d. d. d.
i	<p>2a. (POINT) Here is another letter. The name of this letter is "i." Say "i."</p> <p>b. "i" is a letter and it has its own shape. Watch me find the shape of the letter "i" (DEMONSTRATE).</p> <p>c. Now you follow the shape with your finger and say the name of the letter.</p> <p>d. Again. Follow the shape and say the letter.</p> <p>e. What is this letter?</p>		i. i. i.
d      i  i      d	<p>3a. What is the letter on the left?</p> <p>b. What is the letter on the right?</p> <p>4a. What is the letter on the left?</p> <p>b. What is the letter on the right?</p> <p>(HAND OUT MARKING PENS) Here is a pen.</p>		d. (POINT) i. (POINT)  i. d.

**PROGRAM** READING 38: ALPHABET KINESTHETICS (4-02-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
d	5a. What letter is on this page? b. Trace the shape of "d" with your pen and say its name.	d.
i	6a. What is the name of this letter? b. Trace the shape of "i" with your pen and say its name.	i.
d i	7a. Put your finger on "d." b. Trace the "d."	(CHECK)
d i	8a. Put your finger on "i." b. Trace the "i." (COLLECT PENS) Hand back your pens.	(CHECK)
p	9. What is the name of this letter?	p.
n	10. What is the name of this letter?	n.
o	11. What is this letter?	o.
a	12. What is this letter?	a.
s	13. What is this letter?	s.
t	14. What is this letter?	t.
did	15. Let's spell and say the word "did." (POINT) d-i-d, "did." Again. d-i-d, "did." You spell and say it.	d-i-d, "did."
tip	16. Here is another word "tip." (POINT) t-i-p, "tip." You spell and say it.	t-i-p, "tip."
dot	17. Let's spell and say this word "dot." (POINT) d-o-t, "dot." You spell and say it.	d-o-t, "dot."
pin	18. Let's read another word, "pin." (POINT) p-i-n, "pin." You spell and say it.	p-i-n, "pin."
sit	19. Let's read another word, "sit." (POINT) s-i-t, "sit." You spell and say it. (PUT MATERIALS AWAY)	s-i-t, "sit."

**PROGRAM READING 39: BEGINNING AND ENDING SOUNDS (4-02-3b)**

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Select word that has the same beginning or ending sound and letter as a given word in marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
d i r d i o i d p s i a d d i i o d (SAME AS #1)	<p>(HAND OUT BOOKLETS AND MARKING PENS) Here is a booklet and a pen for you. Today we are going to mark letters.</p> <p>1. Mark all the "d's" on this page with your pen.</p> <p>2. Mark the "i's" on this page.</p>		Green means you found a "d."  Green means you found an "i."
in tar dip sad dim pad it is dot (SAME AS #3)	<p>3a. Listen carefully. Mark all the words that begin with "d."</p> <p>b. Point and say the words that begin with "d."                      (POINT) "dip," "dim," "dot."</p> <p>4a. Now mark all the words that begin with "i."</p> <p>b. Point and say the words that begin with "i."                      (POINT) "in," "it," "is."</p>		Green means you found a word that begins with "d."  Green means you found a word that begins with "i."
mar pot dan	<p>5a. Now we are going to mark words that begin with the letter "d." Listen to these words: (POINT) "mar," "pot," "dan."</p> <p>b. Say "dan," "dip."</p>		
dot nor in	<p>6a. Listen to these words: (POINT) "dot," "nor," "in." Mark the word that begins with the same sound as "dap."</p> <p>b. Say the words that start the same. "dap," "dot."</p>		"dan" and "dip" begin with the same sound. "dap" and "dot" begin with the same sound.

**PROGRAM** READING 39: BEGINNING AND ENDING SOUNDS (4-02-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
pan <u>it</u> rat	7a. Now we are going to mark words that begin with the letter "i." Listen to these words: (POINT) "pan," "it," "rat." Mark the word that begins with the same sound as "in." b. Say the words that begin the same. "in," "it."	"it" and "in" begin with the same sound.
<u>is</u> at        on	8a. Mark the word that begins with the same sound as "in." Listen: (POINT) "is," "at," "on." b. Say the words. "in," "is."	"in" and "is" begin with the same sound.
(SAME AS #3)	9a. Listen carefully. Mark the words that <u>end</u> with the same sound as "bad." b. Count the words that end with "d." How many did you find that end like "bad"?	Two words end with "d" like "bad."

(PUT MATERIALS AWAY)



PROGRAM READING 40: MATRIX (4-03-2a)

<p><b>MATERIALS:</b> Matrix Boards Word Cards</p>	<p><b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates, and supervises card placement on matrix board.</p>	<p><b>OBJECTIVE(S):</b> Using row and column letter clues, spell and say word, and place in correct matrix cell.</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>		<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>	<p><b>CONFIRMATION</b></p>
<div data-bbox="846 2036 957 2374"> </div>	<p>(HAND OUT MATRIX BOARDS AND WORD CARDS) Here is a special kind of matrix. The clues for this matrix are letters.</p> <p>1a. Put your finger on the row clue. The row clue has a letter. What is the letter?</p> <p>b. Now put your finger on the first column clue. What is the first column clue?</p> <p>c. The row clue and the first column clue spell the word "it." (HOLD UP WORD, POINT) i-t, "it." Find the word "it."</p> <p>d. Put it in the first cell (DEMONSTRATE). Say "it."</p> <p>2a. Now point to the row clue again. The row clue is "i."</p> <p>b. Point to the second column clue. What is the second column clue?</p> <p>c. The row clue and the second column clue spell a word. Say the letters. (POINT) i-n spells "in." Say it.</p> <p>d. Find the word "in" and put it in the second cell. (DEMONSTRATE) Say "in."</p> <p>3a. Point to the row clue.</p> <p>b. What is the third column clue?</p> <p>c. The row clue and the third column clue spell "d." You spell and say "id."</p> <p>d. Find "id" and put it in the third cell. Say "id." (PUT MATERIALS AWAY)</p>	<p>The letter is "i" (POINT). The first column clue is the letter "t."</p> <p>The second column clue is the letter "n." i-n spells "in."</p> <p>The letter "d" is the third column clue. "id." i-d, "id."</p>	

<b>MATERIALS:</b> Matrix Boards Word Cards	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates, and supervises card placement on matrix board.	<b>OBJECTIVE(S):</b> Using row and column letter clues, spell and say word, and place in correct matrix cell.	<b>VOCABULARY:</b>												
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>												
<div data-bbox="741 2018 891 2395"> <table> <tr> <td></td><td>ip</td><td>in</td><td>ad</td></tr> <tr> <td>s</td><td></td><td></td><td></td></tr> <tr> <td>d</td><td></td><td></td><td></td></tr> </table> </div>		ip	in	ad	s				d				<p>(HAND OUT MATRIX BOARDS AND WORD CARDS) Here is the reading matrix. Take the words out of the envelope.</p> <p>1a. Put your finger on the first row clue.</p> <p>b. What is the letter?</p> <p>c. Now point to the first column clue. What is the column clue?</p> <p>d. The first row clue and the first column clue spell the word "sip." (POINT TO EACH LETTER) s-i-p, "sip." (HOLD UP WORD) Find the word "sip." Show it to me.</p> <p>e. Say "sip."</p> <p>f. Put it in your matrix.</p>		<p>(CHECK) The letter is "s." The first column clue is i-p, "ip."</p>
	ip	in	ad												
s															
d															
<p>sip</p>			<p>(CHECK) (DEMONSTRATE)</p>												
<p>sin</p>	<p>2a. Point to the first row clue again.</p> <p>b. What is it?</p> <p>c. Point to the second column clue. What are the letters?</p> <p>d. The first row clue and the second column clue spell the word "sin." (POINT) s-i-n, "sin." Find the word "sin" and hold it up.</p> <p>e. Say "sin."</p> <p>f. Put it in your matrix.</p>		<p>(CHECK) The first row clue is "s." The second column clue is i-n, "in."</p>												
<p>sad</p>	<p>3a. Point to the first row clue again. What is it?</p> <p>b. Point to the third column clue. What are the letters?</p>		<p>(CHECK) (DEMONSTRATE)  The first row clue is "s." The third column clue is a-d, "ad."</p>												

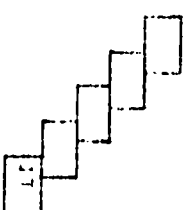
PROGRAM READING 41: MATRIX (4-03-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
dad	<p>3c. The first row clue and the third column clue spell the word "sad." (POINT) s-a-d, "sad." Find the word "sad."</p> <p>d. Say "sad."</p> <p>e. Put it in your matrix.</p> <p>4a. Now let's spell some more words. Point to the second row clue. Let's say it together, "d."</p> <p>b. Point to the third column clue. What are the letters? Let's spell the word that goes in this cell. (POINT TO CELL, THEN POINT TO EACH LETTER) d-a-d, "dad." Put the word "dad" in the matrix.</p> <p>d. Say "dad."</p>	<p>(DEMONSTRATE)</p> <p>The letters are "a-d."</p> <p>(DEMONSTRATE)</p>
dip	<p>5a. Point to the second row clue. Say it.</p> <p>b. Point to the first column clue. What are the letters?</p> <p>c. The second row clue and the first column clue spell the word "dip." (POINT) d-i-p, "dip." Put the word "dip" in your matrix.</p> <p>d. Say "dip."</p>	<p>"d."</p> <p>"i-p."</p> <p>(DEMONSTRATE)</p>
din	<p>6a. Point to the second row clue. Say it.</p> <p>b. Point to the second column clue. What are the letters?</p> <p>c. Find the word that goes in the second cell in the second row. Put it in the matrix.</p> <p>d. Spell and say the word.</p> <p>(PUT MATERIALS AWAY)</p>	<p>"d."</p> <p>"i-n."</p> <p>(DEMONSTRATE)</p> <p>d-i-n, "din."</p>

**PROGRAM** READING 42: MAGIC SLATE AND TAB LETTERS - (4-04-2a)

<b>MATERIALS:</b> Slate Stylus Tab Board Tab Letters	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates, and elicits choral responding.	<b>OBJECTIVE(S):</b> Reproduce teacher's sounding of letters and blend into simple words.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Slate  (WORDS) man dan dot it in is  m    a    n	<p>(HOLD UP SLATE AND STYLUS) I am going to write on this magic slate to blend letters into words.</p> <p>1. (WRITE "man" ON SLATE, SOUNDING EACH LETTER AS YOU WRITE, THEN PRONOUNCE THE WHOLE WORD) <u>m</u>..a..<u>n</u>, "man."                      (CLEAR SLATE AND REPEAT TWO TIMES) Now let's sound it together. <u>m</u>..a..<u>n</u>, "man."</p> <p>2. (REPEAT ABOVE PROCEDURE WITH EACH WORD)</p> <p>(SET UP TAB BOARD)</p> <p>3a. Now watch. We are going to use the tab board to blend letters to make words. Let's make the word "man."                      I put the letter "m" on the board (FAR LEFT). Then I                      I put "a" next (MIDDLE), and "n" last (FAR RIGHT).                      b. Now you make the sounds to show how the letters go together, <u>m</u>..a..<u>n</u>.</p> <p>c. (SLIDE LETTERS TOGETHER TO FORM WORD) Now what is the word?                      d. (REPEAT TWO TIMES)</p> <p>4. (REPEAT ABOVE PROCEDURE WITH EACH WORD)</p> <p>(PUT MATERIALS AWAY)</p>		<u>m</u> ..a.. <u>n</u> , "man."

PROGRAM READING 43: TREASURE MAP (4-04-3b)

MATERIALS: Treasure Maps Word Cards	GENERAL PROCEDURE: Teacher reads written commentary and superimposes card placement on maps.	OBJECTIVE(S): Place word that has the same beginning letter as the last letter of the preceding word on Treasure Map.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
 <p>(POT OF GOLD)</p> <p>tan</p> <p>nod</p>	<p>(HAND OUT MAPS) Let's play the treasure game again. The pirates have hidden another pot of gold in the ground. The words will lead to the pot of gold. Here is your treasure map.</p> <p>1. We have a clue step. (POINT) It is the word "it." Point to the word "it." Say "it."</p> <p>(HAND OUT WORD CARDS) Here are some more words to make the rest of the steps.</p> <p>2a. Look at the word "it." (POINT) What is the last letter?</p> <p>b. Now, find a word that <u>starts</u> with "t." Hold it up.</p> <p>c. What is the word that <u>begins</u> with "t"?</p> <p>d. Say "tan."</p> <p>e. Put the word "tan" under the word "it."</p> <p>f. Now let's check. (POINT) "it" ends with "t" and (POINT) "tan" starts with "t."</p> <p>3a. Look at the word "tan." What is the last letter in the word "tan?"</p> <p>b. Find the word that starts with "n." Hold it up.</p> <p>c. What is the word?</p> <p>d. Say "nod."</p> <p>e. Put the word "nod" under the word "tan."</p> <p>f. Now let's check. (POINT) "tan" ends with "n" and (POINT) "nod" starts with "n."</p>		<p>(POINT) "it."</p> <p>It ends in "t."</p> <p>The word is "tan."</p> <p>"n" is the last letter.</p> <p>The word is "nod."</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>dip</p>	<p>4a. Look at the word "nod." What is the last letter?</p> <p>b. Hold up the word that starts with "d."</p> <p>c. What is the word?</p> <p>d. Say "dip."</p> <p>e. Put the word "dip" under the word "nod."</p> <p>f. Now, let's check. (POINT) "nod" ends with "d" and (POINT) "dip" starts with "d."</p>	<p>"d" is the last letter in "nod."</p> <p>The word is "dip."</p>
<p>pot</p>	<p>5a. We need one last step to find the pot of gold. What word do you have left?</p> <p>b. Put the word "pot" under the word "dip."</p> <p>c. Let's check. (POINT) "dip" ends with "p" and (POINT) "pot" starts with "p."</p> <p>We found all the words that made the steps that lead to the pot of gold!</p> <p>(PUT MATERIALS AWAY)</p>	<p>"pot."</p>

PROGRAM READING 44: DISCRIMINATION (4-05-1a)

<b>MATERIALS:</b> Student booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Select appropriate word in marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>ADDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p> <u>pot</u>    <u>did</u>    tan  <u>mar</u>    <u>pin</u>    <u>dot</u>  <u>dad</u>    <u>sat</u>    <u>rip</u>  <u>par</u>    <u>sod</u>    <u>nat</u>  <u>on</u>    <u>up</u>    <u>it</u>  <u>in</u>    <u>no</u>    <u>as</u>  <u>not</u>    <u>tim</u> </p> <p> <u>did</u>    sat  <u>in</u>    <u>id</u>  <u>it</u>    <u>on</u>  <u>dot</u>    <u>top</u>    mad </p>	<p> (HAND OUT BOOKLETS AND MARKING PENS) Here is a booklet for each of you, and a pen. Listen carefully. I am going to spell a word and I want you to mark the right word. </p> <ol style="list-style-type: none"> <li>1. d-i-d spells "did." Mark the word "did."</li> <li>2. d-o-t spells "dot." Mark the word "dot."</li> <li>3. d-a-d, "dad." Mark "dad."</li> <li>4. s-o-d, "sod." Mark the word "sod."</li> <li>5. i-t, "it." Mark "it."</li> <li>6. i-n, "in." Mark "in."</li> <li>7. I'm going to sound these words. (POINT) <u>n..o..t</u>, "not;" <u>t..i..m</u>, "tim." Now listen and mark the word I say: <u>n..o..t</u>, "not."</li> <li>8. Listen: (POINT) <u>d..i..d</u>, "did;" <u>s..a..t</u>, "sat." Mark "did."</li> <li>9. Listen: (POINT) <u>i..n</u>, "in;" <u>i..d</u>, "id." Mark "id."</li> <li>10. (POINT) <u>i..t</u>, "it;" <u>o..n</u>, "on." Mark "it."</li> <li>11. Now I am going to sound the letters in the word. You mark the word in your booklet. Listen carefully. <u>d..o..t</u>, "dot." Mark it.</li> </ol>		

**PROGRAM** READING 44: DISCRIMINATION (4-05-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>an        in        no</p> <p>mop      dad      <u>mad</u></p> <p>tot      <u>tim</u>      mit</p>	<p>12. Listen: i..n, "in."</p> <p>13. m..a..d, "mad."</p> <p>14. t..i..m, "tim."</p> <p>(PUT MATERIALS AWAY)</p>	



PROGRAM READING 45: READING BOOKLET (4-05-2b)

<b>MATERIALS:</b> Student Booklets Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b> Reproduce teacher's rhyming of words; say words and simple sentences.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
dad      sad	(HAND OUT BOOKLETS) Today let's rhyme words. 1a. These two words rhyme. (POINT) "dad - sad." Let's say it together. Begin. "dad - sad." b. Again. "dad - sad."		
it          sit	2a. (POINT) "it - sit." Let's say it together. "it - sit." b. Again. "it - sit."		
dot        pot	3a. (POINT) "dot - pot." Together. "dot - pot." b. Again. "dot - pot." c. And again. "dot - pot."		
Man's face dad	4a. Here is a picture of dad. (POINT) Who is this? b. The word tells us who this is. What is the word? c. Point to the word and say "dad."	This is dad. dad.	This is dad. dad.
Sad face dad is sad	5a. Look at dad now. How do you think dad feels? b. Look at the words under the picture. What do they say? c. Let's point to each word and read it together. (POINT) "dad is sad." d. Again. "dad is sad." e. Again. "dad is sad."	Dad is sad. Dad is sad.	Dad is sad. Dad is sad.
Mad face dad is mad	6a. Look at this picture. Is dad sad? b. Read the words. c. Point to each word and read it together. "dad is mad." d. Again. "dad is mad." e. Again. "dad is mad."	No. Dad is mad. Dad is mad.	No. Dad is mad. Dad is mad.

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Pot a pot	7a. What is this picture? b. What do the word say? c. Let's read it together. (POINT) "a pot." d. Again. "a pot."	This is a pot. a pot.
Dot on pot a dot is on the pot	8a. Here is the same pot, but there is something on it. Read what is on the pot. b. Point to each word and read it together "a dot is on the pot." c. Again. "a dot is on the pot."	A dot is on the pot.
Rat in pot the rat sat in a pot	9a. What is happening in this picture? Read the words. b. Let's point and read together "the rat sat in a pot." c. Again. "the rat sat in a pot."	The rat sat in a pot.
Rat on pot the rat sat on a pot  (SAME AS #10) rat, sit on it	10a. Now read about this picture. b. Together. "the rat sat on a pot." c. Again. "the rat sat on a pot."  11a. This is the same picture, but the words are a little different. Read the words. b. Together. "rat, sit on it." c. Again. "rat, sit on it."	The rat sat on a pot.  rat, sit on it.
(SAME AS #9) rat, sit in it	12a. Look at this picture. Read the words. b. Together. "rat, sit in it." c. Again. "rat, sit in it."	rat, sit in it.

(PUT MATERIALS AWAY)

**PROGRAM** READING 46: "TIM, THE RAT" (4-05-4b)

<b>MATERIALS:</b> Student Booklets Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b> Read simple sentences.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>(PICTURE) Rat in pot (WORDS) it is tim</p> <p>no, tim is not on it</p> <p>tim is in the pot</p> <p>no, tim did not sit on the pot</p> <p>tim sat in the pot</p>	<p>(HAND OUT BOOKLETS) Let's read another story about the rat.</p> <p>1a. Here is the rat. It is Tim. Who is it? Read the words. (SLOWLY) it - is - tim. b. Again. it - is - tim.</p> <p>2a. Is Tim on the pot? Read the words. no, - tim - is - not - on - it. b. Again. no, - tim - is - not - on - it.</p> <p>3a. Where is Tim? Read the words. tim - is - in - the - pot. b. Again. tim - is - in - the - pot.</p> <p>4a. Did Tim sit on the pot? Read the words. no, - tim - did - not - sit - on - the - pot. b. Again. no, - tim - did - not - sit - on - the - pot.</p> <p>5a. Where did Tim sit? Read the words. tim - sat - in - the - pot. b. Again. tim - sat - in - the - pot.</p> <p>(PUT MATERIALS AWAY)</p>		

**PROGRAM** READING 47: LETTER REVIEW TEST (4-06-2a)

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Trace the shape and say the name of letters; when presented with three of these letters, will mark the one named.	<b>VOCABULARY:</b> trace
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
p	(HAND OUT BOOKLETS AND MARKING PENS) Here are your booklets and pens. 1a. What is this letter? b. Trace the "p" with your pen.		It is p.
d	2a. What letter is this? b. Trace the "d" with your pen.		It is d.
<u>d</u> p	3a. Point to the "d." b. Trace the "d."		(CHECK)
d <u>p</u>	4a. Point to the "p " b. Trace the "p."		(CHECK)
m	5a. What is this letter? b. Trace the "m."		It is m.
n	6a. What letter is this? b. Trace the "n."		It is n.
<u>n</u> m	7a. Point to the "n." b. Trace the "n."		(CHECK)
n <u>m</u>	8a. Point to the "m." b. Trace the "m."		(CHECK)
r <u>t</u>	9. Mark the "t."		
<u>s</u> m	10. Mark the "s."		

**PROGRAM**      **READING 47: LETTER REVIEW TEST (4-06-2a)**

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
n	o	11. Mark the "m."	
p	d	12. Mark the "d."	
d	c	13. Mark the "a."	
n	s	14. Mark the "n."	
o	a	15. Mark the "o."	
p	r	16. Mark the "i."	
o	p	17. Mark the "p."	
r	n	18. Mark the "r."	
		(PUT MATERIALS AWAY)	

PROGRAM READING 48: WORD NAMING (4-06-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Word Cards Score Sheets	Teacher holds up cards and elicits individual responding.	Recognize and say word in Word Card Game.	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
1. rat 2. sat 3. pat 4. mar 5. sam 6. man 7. nan 8. dan 9. ran 10. pan 11. sit 12. pit 13. pop  14. top 15. mop 16. did 17. am 18. in 19. ar 20. on 21. an 22. to 23. pin 24. tin 25. sin 26. and	<p>Today we are going to read words. If you read the word correctly you keep it. Let's see who gets the most words. Ready?</p> <p>(HOLD UP CARD 1) A, what word is this? (IF A ANSWERS CORRECTLY GIVE HIM CARD AND CHECK THE WORD ON HIS SCORE SHEET IF HE CANNOT ANSWER PUT A LINE IN THE CELL )</p> <p>(IF A ANSWERS INCORRECTLY, WRITE THE WORD HE SAYS IN THE CELL, AND SAY:) B, what word is this?</p> <p>(IF NONE OF THE CHILDREN KNOW THE WORD SOUND OUT PHONETICALLY AND TELL THEM THE WORD.)</p> <p>(PUT MATERIALS AWAY)</p>		

**PROGRAM**      **READING 49: WORD NAMING**      (4-06-4b)

<b>MATERIALS:</b> Word Cards Score Sheets	<b>GENERAL PROCEDURE:</b> Teacher holds up cards and elicits individual responding.	<b>OBJECTIVE(S):</b> Recognize and say word in Word Card Game.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<ol style="list-style-type: none"> <li>1. pot</li> <li>2. not</li> <li>3. dot</li> <li>4. rot</li> <li>5. the</li> <li>6. stop</li> <li>7. no</li> <li>8. yes</li> <li>9. tim</li> <li>10. dim</li> <li>11. rim</li> <li>12. tom</li> <li>13. mom</li> <li>14. tip</li> <li>15. sip</li> <li>16. nip</li> <li>17. dip</li> <li>18. rip</li> <li>19. map</li> <li>20. nap</li> <li>21. rap</li> <li>22. sap</li> <li>23. pad</li> <li>24. sad</li> <li>25. mad</li> <li>26. dad</li> </ol>	<p>Today we are going to read words. If you read the word correctly you keep it. Let's see who gets the most words. Ready?</p> <p>(HOLD UP CARD #1) A, what word is this? (IF A ANSWERS CORRECTLY GIVE HIM CARD AND CHECK THE WORD ON HIS SCORE SHEET. IF HE CANNOT ANSWER PUT A LINE IN THE CELL.)</p> <p>(IF A ANSWERS INCORRECTLY, WRITE THE WORD HE SAYS IN THE CELL, AND SAY:) B, what word is this?</p> <p>(IF NONE OF THE CHILDREN KNOW THE WORD SOUND OUT PHONETICALLY AND TELL THEM THE WORD.)</p> <p>(PUT MATERIALS AWAY)</p>		

**PROGRAM** READING 50: ALPHABET KINESTHETICS (4-07-2b)

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Trace the shape and say the name of the letters "b" and "c;" select word or phrase in marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>	
b	<p>(HAND OUT BOOKLETS) Today we will learn two new letters. Remember, all the letters have their own names and shapes.</p> <p>1a. (POINT) This letter has its own name and its own shape. This letter is "b." Say "b."</p> <p>b. Watch me find the shape of "b" (DEMONSTRATE). Now you follow the shape of the letter "b" with your finger and say the name of the letter.</p> <p>Again. Follow the shape (DEMONSTRATE) and say the letter.</p> <p>d. What is this letter?</p>	b. b. b.	
c	<p>2a. (POINT) Here is another letter. The name of this letter is "c." Say "c."</p> <p>b. "c" is a letter and it has its own shape. Watch me find the shape of the letter "c" (DEMONSTRATE). Now you follow the shape with your finger and say the name of the letter.</p> <p>c. Again. Follow the shape (DEMONSTRATE) and say the name of the letter.</p> <p>d. What is this letter?</p>	c. c. c.	
b c	<p>3a. What is the letter on the left?</p> <p>b. What is the letter on the right?</p>	b (POINT). c (POINT).	
c b	<p>4a. What is the letter on the left?</p> <p>b. What is the letter on the right?</p>	c (POINT). b (POINT).	



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
h	(HAND OUT MARKING PENS) Here is a pen. 5a. What letter is on this page? b. Trace the shape of "b" with your pen and say its name.	b. b.
h	6a. What is the name of this letter? b. Trace the shape of "c" with your pen and say its name.	(CHECK). (POINT).
b	7a. Put your finger on "b." b. Trace the "b."	(CHECK). (POINT).
bat	8a. Put your finger on "c." b. Trace the "c."	(CHECK). (POINT).
cat	9a. Let's spell and sound the word "bat." Listen. (POINT) b-a-t, b..a..t, "bat." b. Let's say it together. (POINT) b-a-t, b..a..t, "bat."	
cat	10. Listen. (POINT) c-a-t, c..a..t, "cat." Let's spell and sound the word "cat." c-a-t, c..a..t, "cat."	
bat sat	11. Listen carefully. Mark the word "bat."	
sat cat	12. Mark the word "cat."	
mat and sat, bat and cat	13. Mark the phrase "bat and cat."	
bop	14. Listen. (POINT) b-o-p, b..o..p, "bop." Let's spell and sound "bop." (POINT) b-o-p, b..o..p, "bop."	
cop	15. Listen. (POINT) c-o-p, c..o..p, "cop." Let's spell and sound "cop." (POINT) c-o-p, c..o..p, "cop."	
bop top cop	16. Mark the word "bop."	
top cop bop	17. Mark the word "cop."	
bop the cop, top the mop	18. Mark the phrase "bop the cop." (PUT MATERIALS AWAY)	



<b>MATERIALS:</b> Student Booklets Marking pens Magic Slate Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, supervises booklet marking, demonstrates on slate and elicits choral responding.	<b>OBJECTIVE(S):</b> Name and select letters, select word that has the same beginning or ending sound and letter as a given word.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>b c t b c o c b p s c a b b c c o b (SAME AS #1)</p> <p>car tar bob bir hib tub can cop bat (SAME AS #3)</p> <p>mar pot bat</p> <p>can nor it</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS) Here is a booklet for each of you and a pen. Today we are going to mark letters.</p> <p>1. Mark all the "b's" on this page with your pen.</p> <p>2. Mark all the "c's" on this page.</p> <p>3a. Listen carefully. Mark all the words that <u>begin</u> with "b."</p> <p>b. Point and say the words that begin with "b." (POINT) "bob," "bit," "bib," "bat."</p> <p>4a. Now mark all the words that <u>begin</u> with "c." (POINT) "cat," "can," "cop."</p> <p>5a. Now we are going to mark words that begin with the letter "b." Listen to these words: "mar," "pot," "bat." Mark the word that begins with the same sound as "bit."</p> <p>b. Say "bit," "bat."</p> <p>6a. Listen to these words: (POINT) "can," "nor," "it." Mark the word that begins with the same sound as "cat."</p> <p>b. Say the word that begins with the same sound as "cat."</p>		<p>Green means you found a "b."</p> <p>Green means you found a "c."</p> <p>Green means you found a word that begins with "b."</p> <p>Green means you found a word that begins with "c."</p> <p>"bit" and "bat" begin with the same sound.</p> <p>"can" and "cat" begin with the same sound. "can," "cat."</p>

**PROGRAM READING 51: BEGINNING AND ENDING SOUNDS (4-07-4b)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Magic Slate</p> <p>can cat cap bob bit bat</p>	<p>(TURN OFF TAPE)</p> <p>7. (HOLD UP) Now I will use the magic slate.</p> <p>(TELL CHILDREN YOU ARE GOING TO WRITE ON MAGIC SLATE, BLENDING LETTERS INTO WORDS.</p> <p>SOUND OUT EACH LETTER AS YOU WRITE IT, THEN PRONOUNCE THE WHOLE WORD.</p> <p>[EXAMPLE: c-a-n, c-a-n, can.]</p> <p>CLEAR SLATE, WRITE SAME WORD AND ASK CHILD TO SOUND IT WITH YOU. ALWAYS PRONOUNCE THE WHOLE WORD AT END OF EACH BLENDING.</p> <p>DO EACH WORD THREE TIMES, FIRST ALONE, THEN TWO TIMES CHILD SOUNDING WORD WITH YOU.)</p> <p>(PUT MATERIALS AWAY)</p>	

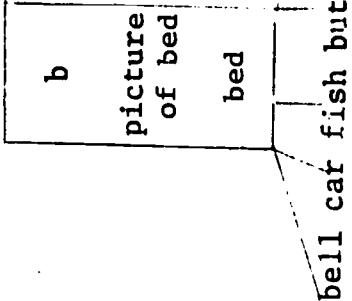
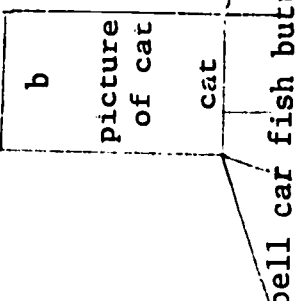
**PROGRAM** READING 52: MATCHING PICTURE TO SOUND AND LETTER (4-08-2a)

<b>MATERIALS:</b> Student Booklets pens tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Match pictures of objects whose names begin with the same sound and letter.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>b</p> <p>picture of bat</p> <p>bat</p> <p>Pictures:                          banana      cup                          star cat boat</p>	<p>(HAND OUT BOOKLETS) Here are your booklets.</p> <p>1a. (POINT) Look at the picture in the box. It is a bat. (POINT TO WORD) This is the word "bat." The word "bat" starts with the sound of the letter "b."</p> <p>b. (POINT TO WORD, THEN LETTER) "b," "bat." Say "bat."</p> <p>b. Now let's say the names of these pictures: (POINT) "banana," "star," "cat," "boat," "cup." Did you hear any words that start with the same sound as "bat"?</p> <p>c. Let's find the first one. (POINT) "Banana."</p> <p>d. Listen: "banana," "bat." You say it.</p> <p>d. Do "banana" and "bat" start with the same sound?</p> <p>e. I'll trace the line and check (DEMONSTRATE).</p> <p>f. (HAND OUT MARKING PENS) Now here is a pen for you. You trace a line from the "banana" to the "bat."</p> <p>g. Say "banana," "bat."</p> <p>g. (POINT) "Star." Listen: "star," "bat." You say it.</p> <p>h. Do "star" and "bat" start with the same sound?</p> <p>i. (POINT) "Cat." Listen: "cat," "bat." You say it.</p> <p>j. Do "cat" and "bat" start with the same sound?</p>		<p>Yes.</p> <p>"banana," "bat."</p> <p>Yes, "banana." "bat."</p> <p>Yes, the line turned green. "Banana" and "bat" both begin with the sound of the letter "b."</p> <p>No. "Star," "bat" do not begin the same.</p> <p>No. "Cat," "bat" do not begin the same.</p>

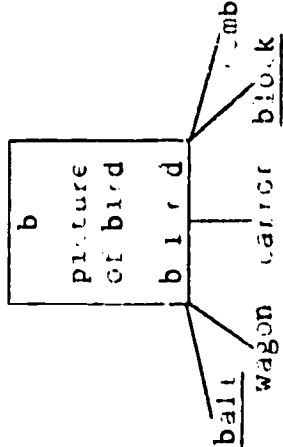
## PROGRAM READING 52: MATCHING PICTURE TO SOUND AND LETTER (4-08-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<div><div>b</div><div>Picture of can.</div><div>can</div></div>	<p>k. (POINT) "Boat." Listen: "Boat," "bat." You say it.</p> <p>l. Do "boat" and "bat" start with the same sound?</p> <p>m. Trace the line and check (DEMONSTRATE).</p> <p>n. (POINT) Here is a cup. "Cup", "bat." Do "cup" and "bat" start with the same sounds?</p> <p>2a. (POINT) Here we have the same pictures below, but the picture in the box (POINT) is a can. (POINT) This is the word can. The word "can" starts with the sound of the letter "c." (POINT TO WORD, THEN LETTER) "c," "can." Say "can."</p> <p>b. Let's find the ones that start with the same sound as "can."</p> <p>c. (POINT) "banana," "can." You say it.</p> <p>d. Do they start with the same sound?</p> <p>e. (POINT) "star," "can." You say it.</p> <p>f. Do they start with the same sound?</p> <p>g. (POINT) "cat," "can." You say it.</p> <p>h. Do they start with the same sound?</p> <p>i. Let's trace the line and check. (DEMONSTRATE)</p>	<p>Yes, "boat," "bat."</p> <p>Yes, the line turned green. "boat," "bat."</p> <p>No. They do not begin the same.</p>
<div><div>Pictures:</div><div>banana</div><div>star cat boat</div><div>cup</div></div>	<p>j. (POINT) "boat," "can." You say it.</p> <p>k. Do they start with the same sound?</p> <p>l. (POINT) "cup," "can." You say it.</p> <p>m. Do they start with the same sound?</p> <p>n. Trace the line and check (DEMONSTRATE).</p>	<p>No.</p> <p>No.</p> <p>Yes, "cat," "can."</p> <p>Yes, the line turned green. "cup," "can" begin with the sound of the letter "c."</p> <p>No.</p> <p>Yes, "cup," "can."</p> <p>Yes, the line turned green. "cup," "can" begins with the sound of the letter "c."</p>

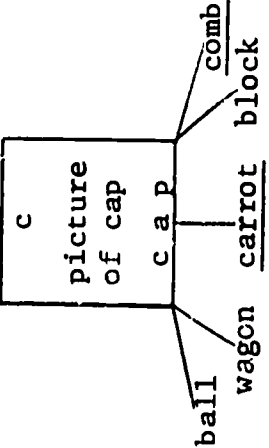
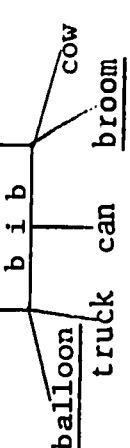
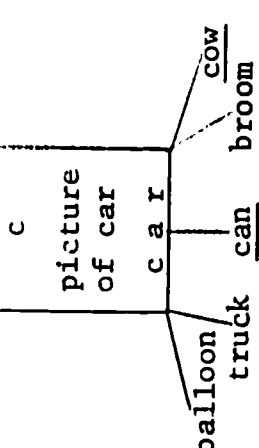
PROGRAM READING 52: MATCHING PICTURE TO SOUND AND LETTER (4-08-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>3a. (POINT) Here we have some different pictures below:  bell, car, fish, button, candle. (POINT) Here we have  a picture of a bed. (POINT) This is the word "bed."  The word "bed" starts with the sound of the letter "b."  (POINT TO WORD, THEN LETTER) "b," "bed." Say "bed."  b. Let's name these pictures: (POINT) "bell," "car,"  "fish," "button," "candle."  c. Now you say the name of the picture and then "bed."  d. Trace the lines from the bed to the pictures that  begin with the same sound as "bed."</p>	
	<p>(BELL)</p> <p>4a. (POINT) Here we have the same pictures below, but the  picture in the box (POINT) is a cat. (POINT) This is  the word "cat." The word "cat" starts with the sound  of the letter "c." (POINT TO WORD, THEN LETTER)  "c," "cat." Say "cat."  b. The names of some of the pictures below start with  the sound of the letter "c."  c. Say the name of the picture and then say "cat."  d. Trace a line from the cat to the pictures that begin  with the same sound as "cat."</p> <p>(PUT MATERIALS AWAY)</p>	

PROGRAM READING 53: MATCHING PICTURE TO SOUND AND LETTER (4-08-4a)

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Match pictures of objects whose names begin with the same sound and letter.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
	<p>(HAND OUT BOOKLETS AND MARKING PENS) Here are your booklets and pens. Let's match pictures with the same sound and letter again.</p> <p>a. (POINT) Look at the picture in the box. It is a bird. (POINT) This is the word "bird." The word "bird" starts with the sound of the letter "b." (POINT TO LETTER, THEN WORD) b-bird. Say "bird."</p> <p>b. Let's say the names of these pictures. (POINT) Ball, wagon, carrot, block, comb.</p> <p>c. The names of some of these pictures start with the sound of the letter "b." Let's find them. (POINT) ball-bird. You say it. Do they start with the same sound?</p> <p>d. Let's trace the line and check (DEMONSTRATE).</p> <p>e. (POINT) Wagon-bird. You say it. Do they start with the same sound?</p> <p>f. (POINT) Carrot-bird. You say it. Do they start with the same sound?</p> <p>g. (POINT) Block-bird. You say it. Do they start with the same sound?</p> <p>h. Let's trace the line and check (DEMONSTRATE).</p> <p>i. (POINT) Comb-bird. Say it. Do they start with the same sound?</p>	<p>Yes, ball-bird.                      Yes, the line turned green; ball-bird begin with the sound of "b."                      No, wagon-bird do not begin with the same sound.                      No.                      Yes, block-bird.                      Yes, the line turned green; block-bird begin with the sound of "b."                      No.</p>	

PROGRAM READING 53: MATCHING PICTURE TO SOUND AND LETTER (4-08-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>2a. (POINT) The picture in the box is a cap. (POINT) This is the word "cap." The word "cap" starts with the sound of the letter "c." (POINT TO LETTER, THEN WORD) c-cap. Say "cap."</p> <p>b. The names of some of the pictures below start with the sound of the letter "c." Say the name of the picture and then say "cap."</p> <p>c. Trace a line from "cap" to the pictures that begin with the sound of the letter "c."</p>	
	<p>3a. (POINT) Look at the picture in the box. It is a bib. (POINT) This is the word "bib." The word "bib" starts with the sound of the letter "b." b-bib. Say "bib."</p> <p>b. Let's name these pictures. (POINT) Balloon, truck, can, broom, cow. Say the name of the picture and then say "bib."</p> <p>c. Trace a line from "bib" to the pictures that begin with the same sound.</p>	
	<p>4a. (POINT) The picture in the box is a car. (POINT) This is the word "car." The word "car" starts with the sound of the letter "c." c-car. Say "car."</p> <p>b. Say the name of the pictures and then the word "car."</p> <p>c. Trace a line from "car" to the pictures that start with the same sound.</p> <p>(PUT MATERIALS AWAY)</p>	



**PROGRAM READING 54: TAB BOARD AND MAGIC SLATE (4-09-2b)**

<b>MATERIALS:</b> Magic slate Stylus Tab Board Tab Letters	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, writes on slate, and supervises tab letter placement on tab board.	<b>OBJECTIVE(S):</b> Reproduce teacher's sounding of letters, blend into simple words on tab board.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>	
b, p    b a n    b h c    p    a n    b h d, a, b, , l, p, n	<p>1. HOLD UP SLATE) Today we are going to use the magic slate to sound letters and make words.</p> <p>2. Watch me (WRITE) b-a-n, "ban." Sound it with me (POINT) b, a, "ban."</p> <p>3. CLEAR SLATE AND REPEAT TWICE</p> <p>4. FOLLOW ABOVE PROCEDURE FOR EACH WORD.</p> <p>5. PLACE TAB BOARD ON TABLE) Now watch. I am going to use the tab board to blend letters into words.</p> <p>6. (BLEND LETTERS TO MAKE SAME WORDS AS ABOVE) Now you sound out the word as I put the letters together.</p> <p>7. (PUT FIRST LETTER ON BOARD TO LEFT, MIDDLE LETTER IN CENTER, LAST LETTER ON RIGHT; SOUND WORD AS YOU PUSH LETTERS TOGETHER, SAY WHOLE WORD)</p> <p>8. (SEPARATE LETTERS, HAVE CHILDREN SOUND AND SAY WORD; REPEAT FOR EACH WORD)</p> <p>9a. (HAND OUT TAB BOARDS AND LETTERS) Here are some letters for you. Make a word.</p> <p>b. A, read me your word.</p> <p>c. Now make another word.</p> <p>d. B, read me your word.</p>	(PUT MATERIALS AWAY)	

## PROGRAM READING 55: MATRIX (4-09-4b)

MATERIALS: Matrix Boards Word Cards	GENERAL PROCEDURE: Teacher reads written commentary, demonstrates, and supervises card placement on matrix board.	OBJECTIVE(S): Using row and column letter clues, spell and say word; then place word in correct matrix cell.	VOCABULARY:												
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION												
<table border="1"><tr><td></td><td>at</td><td>op</td><td>an</td></tr><tr><td>b</td><td></td><td></td><td></td></tr><tr><td>c</td><td></td><td></td><td></td></tr></table>		at	op	an	b				c				<p>(HAND OUT MATRIX BOARDS AND WORD CARDS) Here is the reading matrix. Take the words out of the envelope.</p> <p>1a. Put your finger on the first row clue. b. What is the letter? c. Now point to the first column clue. What is the column clue? d. The first row clue and the first column clue make the word "bat." (POINT TO EACH LETTER) b-a-t, "bat." (HOLD UP WORD) Find the word "bat." Show it to me. e. Say "bat." f. Put it in your matrix.</p>		(CHECK) The letter is "b." The column clue is a-t, "at."
	at	op	an												
b															
c															
bat			(CHECK)												
bop	<p>2a. Point to the first row clue again. b. What is it? c. Point to the second column clue. What is it? d. The first row clue and the second column clue make the word "bop." (POINT) b-op, "bop." Find the word "bop" and hold it up. e. Say "bop." f. Put it in your matrix.</p>		(CHECK) The first row clue is "b." The second column clue is o-p, "op." (CHECK)												
ban	<p>3a. Point to the first row clue again. What is it? b. Point to the third column clue. What is it?</p>		The first row clue is "b." The third column clue is a-n, "an."												

**PROGRAM**      **READING 55: MATRIX**      **(4-09-4b)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
cat	<p>3c. The first row clue and the third column clue spell the word "ban." (POINT) b-an, "ban." Find the word "ban."</p> <p>d. Say "ban."</p> <p>e. Put it in your matrix.</p> <p>4a. Now let's spell some more words. Point to the second row clue. Let's say it together. "c."</p> <p>b. Point to the first column clue. What is it?</p> <p>c. Let's sound the word that goes in this cell. (POINT TO CELL, THEN TO EACH LETTER) c-at, "cat." Put the word "cat" in the matrix.</p> <p>d. Say "cat."</p>	<p>(DEMONSTRATE)</p> <p>a-t, "at."</p> <p>(DEMONSTRATE)</p>
cop	<p>5a. Point to the second row clue. Say it.</p> <p>b. Point to the second column clue. What is it?</p> <p>c. The second row clue and the second column clue make the word "cop." (POINT) c-op, "cop." Put the word "cop" in your matrix.</p> <p>d. Say "cop."</p>	<p>"c."</p> <p>c-p, "op."</p> <p>(DEMONSTRATE)</p>
can	<p>6a. Point to the second row clue. Say it.</p> <p>b. Point to the third column clue. What is it?</p> <p>c. Find the word that goes in the third cell in the second row. Put it in the matrix.</p> <p>d. Say the word.</p> <p>(PUT MATERIALS AWAY)</p>	<p>"c."</p> <p>a-n, "an."</p> <p>(DEMONSTRATE)</p>

PROGRAM READING 56: WORDS, PHRASES AND SENTENCES (4-10-2b)

<b>MATERIALS:</b> Word Cards Cover sheet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b> Reproduce teacher's sounding of letters and blend into words; read words, phrases, and simple sentences.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
cat	Today we will read words and sentences.  A1. (HOLD UP CARD A, COVER ALL BUT FIRST WORD) Look at this word. Listen to me sound and say it. (POINT) <u>c..a..t</u> , "cat." Let's sound and say it together. <u>c..a..t</u> , "cat." Again.		(POINT) cat.
a cat	2. (MOVE COVER SHEET DOWN TO SECOND LINE) Listen. (POINT) "a cat." Now read it with me. "a cat." You read it.		(POINT) a cat.
can	3. (MOVE COVER SHEET TO THIRD LINE) Look at this word. Listen. (POINT) <u>c..a..n</u> , "can." Let's sound and say it together. <u>c..a..n</u> , "can." You read it.		(POINT) can.
a cat can	4. (MOVE COVER SHEET TO FOURTH LINE) Listen. "a cat can." Say it with me. "a cat can." You read it.		a cat can.
sit	B1. (HOLD UP CARD B, COVER ALL BUT FIRST LINE) Look at this word. (POINT) Listen. <u>s..i..t</u> , "sit." Say it with me. <u>s..i..t</u> , "sit." You read it.		(POINT) sit.
can sit	2. (MOVE COVER TO SECOND LINE) Listen. "can sit." Read it with me. "can sit." You read it.		(POINT) can sit.
a cat can sit	3. (MOVE TO THIRD LINE) Listen. "a cat can sit." You read it.		a cat can sit.

**PROGRAM READING 56: WORDS, PHRASES AND SENTENCES (4-10-2b)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
bob	C1. (HOLD UP CARD C AND COVER ALL BUT FIRST LINE) Listen. (POINT) <u>b..o..b</u> , "bob." Let's read together. <u>b..o..b</u> , "bob." You read.	(POINT) bob.
is	2. (MOVE TO LINE 2) Listen to this word. (POINT) "is." Say it with me. (POINT) "is." You say it.	is.
bob is	3. (LINE 3) "bob is." Let's read together. (POINT) "bob is." Now you read.	bob is.
bob is a cat	4. (LINE 4) "bob is a cat." Read together. "bob is a cat." You read.	bob is a cat.
bat	D1. (HOLD UP CARD AND COVER ALL BUT FIRST LINE) Look at this word. (POINT) <u>b..a..t</u> ; "bat." Say it together. <u>b..a..t</u> , "bat." You say it.	bat.
the cat	2. (LINE 2) "the cat." Read it together. "the cat." You read.	the cat.
can bat	3. (LINE 3) "can bat." Let's read together. "can bat." You read it.	can bat.
the cat can bat	4. (LINE 4) "the cat can bat." Read together. "the cat can bat." You read.	the cat can bat.
bob can bat	5. (LINE 5) "bob can bat." Read with me. "bob can bat." You read it.	bob can bat.
	Let's go back to the beginning and read all the words and sentences again.	
	(PUT MATERIALS AWAY)	

PROGRAM READING 57: ORAL DRILL (4-10-3b)

MATERIALS: Word Cards Cover sheet Tape	GENERAL PROCEDURE: Teacher presents taped commentary and elicits choral responding. Tape	OBJECTIVE(S): Read words, phrases, and simple sentences.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
a cat. a cat can a cat can sit a cat can bat	Today let's read more words and sentences. A1. Let's say it together. (POINT) "a cat." You read it. 2. Let's read together. (POINT) "a cat can." You read it. 3. Let's read this one. "a cat can sit." You read it. 4. Read together. "a cat can bat." You read.		(POINT) a cat. a cat can. a cat can sit. a cat can bat.
bob bob is a cat bob can bat bob can sit	B1. Let's read this word. (POINT) "bob." You read it. 2. Let's read this sentence together. "bob is a cat." You read it. 3. Read this one together. "bob can bat." You read. 4. Read together. "bob can sit." You read it.		bob. bob is a cat. bob can bat. bob can sit.
and sit and bat the cat can sit and bat bob can sit and bat	C1. Look at this word. Listen. (POINT) "and." Say it together. "and." You read it. 2. Listen. (POINT) "sit and bat." Let's read it together. "sit and bat." You read. 3. Listen. "the cat can sit and bat." Let's read it together. "the cat can sit and bat." You read it. 4. Listen. "bob can sit and bat." Read it together. "bob can sit and bat." You read it.		and. sit and bat. the cat can sit and bat. bob can sit and bat.

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
cap	D1. Look at this word. Listen to me sound and say it. (POINT) c..a..p, "cap." Let's sound and say it together. c..a..p, "cap." Now you read it.	cap.
a cap is	2. Listen. "a cap is." Let's read together. "a cap is." Now you read it.	a cap is.
on	3. Listen. (POINT) This word is "on." Say it with me. "on." You read.	on.
a cap is on the cat	4. Listen. "a cap is on the cat." Say it with me. "a cap is on the cat." You read it.	a cap is on the cat.
a cap is on bob	F1. Listen. "a cap is on bob." Let's read together. "a cap is on bob." You read it.	a cap is on bob.
a cap is on bob the cat	2. Listen. "a cap is on bob the cat." Let's read it together. "a cap is on bob the cat." You read.	a cap is on bob the cat.
	Now let's go back to the beginning and read all of it again.	
	(PUT MATERIALS AWAY)	

<b>MATERIALS:</b> Student Booklets Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b> Read words, phrases and simple sentences.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Eyes looking out of box bob	(HAND OUT BOOKLETS) Here is a book for you to read. 1a. (POINT TO PICTURE) This is Bob. (POINT TO WORD) This word is his name. Read his name. b. Now, let's turn the page and see who Bob is...		bob.
Cat bob is a cat  Cat sitting on chair bob is a cat. a cat can sit	2a. Let's read and find out together. (POINT) "bob is a cat." You read it out loud and point to each word.  3a. Let's read together. (POINT) "bob is a cat. a cat can sit." You read it out loud and point to each word. b. What else can Bob do?		bob is a cat.  bob is a cat. a cat can sit.
Cat holding bat bob can bat. a cat can bat	4. Let's read together. (POINT) "bob can bat. a cat can bat." You read it out loud and point to each word.		bob can bat. a cat can bat.
Cat with bat on chair yes, bob can sit and bat  Cat wearing cap bob wears a cap	5a. Can Bob the cat sit and bat? Let's read the words under the picture and find out. (POINT) "yes, bob can sit and bat." You read it out loud and point to each word. b. When Bob plays ball, he wears something special. Turn the page and see what Bob wears.  6a. Let's read it together. (POINT) "bob wears a cap." You read it out loud and point to each word. b. Bob has done a funny thing with his cap. Turn the page and see.		yes, bob can sit and bat.  bob wears a cap.



**PROGRAM** READING 58: "BOB THE CAT" STORY (4-10-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Cap on bat the cap is on the bat.</p> <p>Cat wearing cap the cap is on the cat. the cap is on bob.</p> <p>bob is a cat. a cat can sit. a cat can bat. a cat can wear a cap.</p>	<p>7. Where is the cap? Read the words. (POINT) "the cap is on the bat." You read it out loud and point to each word.</p> <p>8. Now, where is the cap? Let's read and find out. (POINT) "the cap is on the cat. the cap is on bob," You read it out loud and point to each word.</p> <p>9. Now you read the words out loud all by yourself.</p> <p>(PUT MATERIALS AWAY)</p>	<p>the cap is on the bat.</p> <p>the cap is on the cat. the cap is on bob.</p>

PROGRAM READING 59: ALPHABET KINESTHETICS (4-11-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher presents taped commentary, demonstrates, and supervises booklet marking.	Trace the shape and say the name of the letters "f" and "h;" select word that begins with the letter "f" or "h" in marking booklet.	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
f	(HAND OUT BOOKLETS) Today we will learn two new letters. Remember, all the letters have their own names and shapes. 1a. (POINT) This letter has its own name and its own shape. This letter is "f." Say "f." b. Watch me find the shape of "f" (DEMONSTRATE). Now you follow the shape of the letter "f" with your finger and say the name of the letter. c. Again. Follow the shape (DEMONSTRATE) and say the letter. d. What is this letter?		f. f. t.
h	2a. (POINT) Here is another letter. The name of this letter is "h." Say "h." b. "h" is a letter and it has its own shape. Watch me find the shape of the letter "h" (DEMONSTRATE). Now you follow the shape with your finger and say the name of the letter. c. Again. Follow the shape and say the name of the letter. d. What is this letter?		h. h. h.
f	3a. What is the letter on the left? b. What is the letter on the right?		f (POINT). h (POINT).
h	4a. What is the letter on the left? b. What is the letter on the right?		h (POINT). f (POINT).
	(HAND OUT MARKING PENS) Here is a pen for you.		

**PROCEDURE** READING 59: ALPHABET KINESTHETICS (4-11-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
f	5a. What letter is on this page? b. Trace the shape of "f" with your pen and say its name.	f. f.
h	6a. What is the name of this letter? b. Trace the shape of "h" with your pen and say its name.	h. h.
f h	7a. Put your finger on "f." b. (POINT) Trace the "f."	(CHECK)
f h	8a. Put your finger on "h." b. Trace the "h."	(CHECK)
f h t t h o h f p s h a f f h b o f	9. Mark all the "f's" on this page with your pen.	Green means you found an "f."
(SAME AS #9)	10. Mark all the "h's" on this page.	Green means you found an "h."
fan rar dip sad him had fat fit hot	11a. Listen carefully. Mark all the words that <u>begin</u> with "f." b. Point and say the words that begin with "f." (POINT) "fan," "fat," "fit."	Green means you found a word that begins with "f."
(SAME AS #11)	12a. Now mark all the words that <u>begin</u> with "h." b. Point and say the words that begin with "h." (POINT) "him," "had," "hot."	Green means you found a word that begins with "h."
mar . pot fan	13a. Now we are going to mark words that begin with the letter "f." Listen to these words. (POINT) "mar," "pot," "fan." Mark the word that begins with the same sound as "fit." b. Say "fan," "fit."	"fan" and "fit" begin with the same sound.

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
dot	<p>14a. Listen to these words. (POINT) "dot," "for," "in." Mark the word that begins with the same sound as "fat." b. Say the words that start the same. "for," "fat."</p>	<p>"for" and "fat" begin with the same sound.</p>
pan	<p>15a. Now we are going to mark words that begin with the letter "h." Listen to these words. (POINT) "pan," "it," "hat." Mark the word that begins with the same sound as "him." b. Say the words that begin the same. "hat," "him."</p>	<p>"hat" and "him" begin with the same sound.</p>
hop	<p>16. Mark the word that begins with the same sound as "hot." Listen. (POINT) "hop," "it," "fan."</p>	<p>"hot" and "hop" begin with the same sound.</p>
fat	<p>17a. Listen while I spell and sound this word. (POINT) f-a-t. f..a..t. Now, let's spell and sound it together. (POINT) f-a-t, f..a..t. b. Now you sound it. c. Now say the word.</p>	<p>f..a..t. fat.</p>
hat	<p>18a. Listen. (POINT) h-a-t, h..a..t. Let's spell and sound it together. (POINT) h-a-t, h..a..t. b. Now you sound it. c. Say the word.</p>	<p>h..a..t. hat.</p>
fan	<p>19a. Listen. (POINT) f-a-n, f..a..n. Spell and sound it with me. (POINT) f-a-n, f..a..n. b. You sound it. c. Say the word.</p>	<p>f..a..n. fan.</p>
had	<p>20a. Listen. (POINT) h-a-d, h..a..d. Spell and sound it with me. h-a-d, h..a..d. b. Now you sound it. c. Say the word.</p>	<p>h..a..d. had.</p>

(PUT MATERIALS AWAY)

PROGRAM READING 60: SOUND AND BLEND TAB BOARD (4-11-3b)

<p><b>MATERIALS:</b> Tab Board Tab letters Student Booklets Marking pens Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates letter placement on tab board, elicits choral responding, and supervises booklet marking.</p>	<p><b>OBJECTIVE(S):</b> Reproduce teacher's sounding of letters and blend into simple word; select word in marking booklet.</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>c, a, t, f, m, n, h</p>	<p>(REVIEW NAME AND SOUND OF EACH LETTER). A. (HOLD UP TAB LETTER "c") What is this letter called? B. What is the sound of this letter? (REPEAT UNTIL CHILDREN KNOW EACH LETTER'S SOUND AND NAME)</p>		
<p>c a t</p>	<p>1a. Once upon a time there was a cat. (HOLD UP) Here are the letters that spell the word "cat." (SPACE LETTERS APART ON TAB BOARD) Let's sound the letters of the word "cat" (SLIDE LETTERS TOGETHER AS SOUNDED). <u>c-a-t</u>, cat. b. (SPACE LETTERS APART) Again. (SLIDE) <u>c-a-t</u>, cat.</p>		
<p>a t</p>	<p>2a. This cat is fat. Say "fat." b. Say "fat cat." c. Fat cat. They rhyme. Say "cat."</p>		
<p>f a t</p>	<p>3a. Now watch. (REMOVE "c") I take away the "c." What word do we have now? b. Say "at."</p>	<p>at.</p>	
	<p>4a. Now look. (HOLD UP "f") What is this letter? b. What is the sound of "f?" c. Watch me. (PLACE "f" TO LEFT OF "at") We have a new word. Read it out loud. d. Say "fat."</p>	<p>f. ff.</p>	
	<p>5a. The fat cat likes to wear a hat. Say "hat." b. Say "fat cat hat." c. Fat cat hat. They rhyme.</p>	<p>fat.</p>	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
h a t	<p>6a. Look. (HOLD UP "h") What is this letter?</p> <p>b. What is the sound of "h?"</p> <p>c. Watch me. (REPLACE "c" WITH "h") We have a new word. Read it.</p> <p>d. Say "hat."</p> <p>7a. The fat cat is lazy. He is always sitting around. His favorite place to sit is on an old mat. Say "mat."</p> <p>b. Say "fat cat hat mat."</p>	<p>h.</p> <p>hhh.</p> <p>hat.</p>
m a t	<p>8a. Look. (HOLD UP "m") What is this letter?</p> <p>b. What is the sound of "m?"</p> <p>c. Watch me. (REPLACE "h" WITH "m") We have a new word. Read it out loud.</p> <p>d. Say "mat."</p>	<p>m.</p> <p>mmm.</p> <p>mat.</p>
t a t	9. (REPLACE "m" WITH "t") What is this word?	t a t.
c a t	10. (REPLACE "t" WITH "c") What is this word?	c a t.
h a t	11. (REPLACE "c" WITH "h") What is this word?	h a t.
m a n	<p>12a. A man owned that lazy cat who sat on a mat and was so fat. (SPACE LETTERS APART ON TAB BOARD) These are the letters that spell the word "man." Let's sound the letters of the word "man." (SLIDE LETTERS TOGETHER AS SOUNDED) m..a..n, man.</p> <p>b. (SPACE LETTERS) Again. (SLIDE LETTERS) m..a..n, man.</p> <p>13a. This man always sat in the sun and he had a grand sun-tan. He was a tan man. Say "tan man."</p> <p>b. Tan man. They rhyme. Say "man."</p> <p>14a. Now watch. (REMOVE "m") I take away the "m." What word do I have now?</p> <p>b. Say "an."</p>	<p>an.</p>

**PROGRAM** READING 60: SOUND AND BLEND TAB BOARD (4-11-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
t a n	<p>15a. Now look. (HOLD UP "t") What is this letter?</p> <p>b. What is the sound of "t?"</p> <p>c. Watch me. (PLACE "t" TO LEFT OF "an") We have a new word. Read it out loud. Say "tan."</p> <p>16a. The tan man is lazy, too. He is always sitting around on a big trash can. Say "can."</p> <p>b. Say "tan man can." Tan man can. They rhyme.</p> <p>17a. Look. (HOLD UP "c") What is this letter?</p> <p>b. What is the sound of "c?"</p> <p>c. Watch me. (REPLACE "t" WITH "c") What is this new word? Say "can."</p> <p>Now you heard the story of the fat cat who sat on a mat and the lazy tan man who sat on a can. (HAND OUT BOOKLETS AND PENS) Here is a book and a pen for you. Let's see if you can mark the words that were in the story.</p>	<p>t.</p> <p>tt.</p> <p>tan.</p> <p>c.</p> <p>cc.</p> <p>can.</p>
<p>pan, <u>cat</u>, mat</p> <p><u>man</u>, can, mat</p> <p>cat, <u>fat</u>, tan</p> <p>fan, tap, <u>tan</u></p> <p><u>mat</u>, man, tam</p> <p>cat, cop, <u>can</u></p> <p>had, mat, <u>hat</u></p>	<p>1. Mark the word "cat."</p> <p>2. Mark the word "man."</p> <p>3. Mark the word "fat."</p> <p>4. Mark the word "tan."</p> <p>5. Mark the word "mat."</p> <p>6. Mark the word "can."</p> <p>7. Mark the word "hat."</p> <p>(PUT MATERIALS AWAY)</p>	

PROGRAM READING 61: ORAL DRILL (4-11-4b)

MATERIALS: Word Cards Cover Sheet Tape	GENERAL PROCEDURE: Teacher presents taped commentary and elicits choral responding.	OBJECTIVE(S): Reproduce teacher's sounding of letters and blend into word; read words, phrases and simple sen- tences.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
fat	<p>(SHOW PICTURE AND READ SENTENCES ON PAGE E) Today we will learn to read all these words.</p> <p>A1. (POINT) Look at this word. Listen to me sound and say it. <u>f..a..t</u>, "fat." Let's sound and say it together. <u>f..a..t</u>, "fat." Again.</p> <p>2. Listen. (POINT) "the fat cat." You read it with me. "the fat cat." You read it.</p> <p>3. Look at this word. Listen. <u>h..a..d</u>, "had." Let's sound and say it together. <u>h..a..d</u>, "had." You read it.</p> <p>4. Listen. "the fat cat had." Say it with me. "the fat cat had." You read it.</p>		<u>f..a..t</u> , fat.
the fat cat			the fat cat.
had			had.
the fat cat had			the fat cat had.
fan	<p>B1. (POINT) Look at this word. Listen. <u>f..a..n</u>, "fan." Say it with me. <u>f..a..n</u>, "fan." You read it.</p> <p>2. Listen. "had a fan." Read it with me. "had a fan." You read it.</p> <p>3. Listen. "the fat cat had a fan." Read it with me. "the fat cat had a fan." You read it.</p> <p>C1. Listen. <u>h..a..s</u>, "has." Let's read together. <u>h..a..s</u>, "has." You read.</p>		fan.
had a fan			had a fan.
the fat cat had a fan			the fat cat had a fan.
has			has.



**PROGRAM** READING 61: ORAL DRILL (4-11-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
the cat has	C2. Listen to these words. "the cat has." Say it with me. "the cat has." You say it.	the cat has.
hat	3. Listen. <u>h..a..t</u> , "hat." Let's read together. <u>h..a..t</u> , "hat." You read.	hat.
the cat has a hat	4. "the cat has a hat." Read together. "the cat has a hat. You read.	the cat has a hat.
pot	D1. Look at this word. <u>p..o..t</u> , "pot." Say it together. <u>p..o..t</u> , "pot." You say it.	pot.
has a pot	2. "has a pot." Read it together. "has a pot." You read.	has a pot.
for	3. <u>f..o..r</u> , "for." Let's read together. <u>f..o..r</u> , "for." You read it.	for.
has a pot for a hat	4. "has a pot for a hat." Read together. "has a pot for a hat." You read.	has a pot for a hat.
the fat cat has a pot for a hat	E1. "the fat cat has a pot for a hat." Read with me. "the fat cat has a pot for a hat." You read it.	the fat cat has a pot for a hat.
the fat cat had a fan	2. "the fat cat had a fan." Read with me. "the fat cat had a fan." You read it.	the fat cat had a fan.

(PUT MATERIALS AWAY)

PROGRAM READING 62: ALPHABET KINESTHETICS (4-12-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Matrix Boards Word Cards Tape	Teacher presents taped commentary, demonstrates, and supervises booklet marking and card placement on matrix boards.	Trace the shape and say the name of the letter "e;" select letter "e," and words that have "e" in the middle; use matrix skills to place words in matrix cells.	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>e</p> <p>b e t l e g e v h e f v g e c d e w e e h g l e</p> <p><u>bed</u> pad sit</p> <p>man <u>met</u> bit</p> <p>and tin <u>ten</u></p> <p>tin <u>ten</u> tan</p>	<p>(HAND OUT BOOKLETS) Today we will learn a new letter. Remember, all letters have their own names and shapes.</p> <p>1a. (POINT) This letter has its own name and its own shape. This letter is "e." Say "e."</p> <p>b. Watch me find the shape of "e" (DEMONSTRATE). Now you follow the shape of the letter "e" with your finger and say the name of the letter.</p> <p>c. Again. Follow the shape and say the letter.</p> <p>d. What is this letter?</p> <p>(HAND OUT MARKING PENS) Here is a pen for you.</p> <p>2a. Mark all the "e's" on this page with your pen.</p> <p>b. Count the "e's" on this page. How many are there?</p> <p>3. Now listen carefully. Mark the word that has the letter "e" in the middle.</p> <p>4. Mark the word that has the letter "e" in the middle.</p> <p>5. Mark the word that has the letter "e" in the middle.</p> <p>6a. "e" has a sound. The sound is eh. Say <u>eh</u>.</p> <p>b. What is the sound of the letter "e"?</p> <p>c. The word "ten" has an "e" in the middle. Listen. t..eh..n. Listen. "tin," "ten," "tan." Mark the word that has the sound <u>eh</u> in the middle.</p>	<p>e. e. e.</p> <p>Green means you found an "e." There are nine "e's."</p> <p>Green means you found the right answer.</p> <p><u>eh</u>.</p> <p>ten, t..eh..n, ten.</p>	

VISUAL

pin   pen   pan  
mit   mat   met

	et	en
p		
m		
b		

AUDITORY (TEACHER COMMENTARY)

7. Listen and mark the word that has the sound eh in the middle. "pin," "pen," "pan."
8. Listen and mark the word that has the sound eh in the middle. "mit," "mat," "met."  
(COLLECT BOOKLETS AND PENS) Hand me your booklets and pens.  
(HAND OUT MATRIX BOARDS AND WORD CARDS) Here is a matrix board for you. Take the words out of the envelope.
- 1a. Put your finger on the first row clue.  
b. What is the letter?  
c. Now point to the first column clue. What is the column clue?  
d. The first row clue and the first column clue make the word "pet." (POINT TO EACH LETTER) p-et, "pet."  
(HOLD UP CARD) Find the word "pet." Show it to me.  
e. Put it in your matrix.  
f. Say "pet."
- 2a. Point to the first row clue again. What is it?  
b. Point to the second column clue. What is it?  
c. The first row clue and the second column clue make the word "pen." (POINT) p-en, "pen." Find the word "pen" and hold it up.  
d. Put it in your matrix.  
e. Say "pen."
- 3a. Point to the second row clue. What is it?  
b. Point to the first column clue. What is it?

CONFIRMATION

pen, p..eh..n, pen.  
met, m..eh..t, met.  
  
(CHECK)  
The letter is "p."  
The column clue is e-t,  
"et."  
  
(CHECK)  
(DEMONSTRATE)  
  
The first row clue is  
"p."  
The second column clue  
is e-n, "en."  
  
(CHECK)  
(DEMONSTRATE)  
  
The second row clue  
is "m."  
The first column clue  
is e-t, "et."

**PROGRAM READING 62: READING KINESTHETICS (4-12-1b)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>3c. The second row clue and the first column clue spell the word "met." (POINT) m-et, "met." Find the word "met." Say "met."</p> <p>d. Put it in your matrix.</p> <p>4a. Now let's spell some more words. Point to the second row clue. What is it?</p> <p>b. Point to the second column clue. What is it?</p> <p>c. Let's sound the word that goes in this cell. (POINT TO CELL, THEN TO EACH LETTER) m-en, "men."</p> <p>d. Put the word "men" in the matrix.</p> <p>e. Say "men."</p> <p>5a. Point to the third row clue. Say it.</p> <p>b. Point to the first column clue. What is it?</p> <p>c. The third row clue and the first column clue make the word "bet." Put the word "bet" in your matrix.</p> <p>d. Say "bet."</p> <p>6a. Point to the third row clue. Say it.</p> <p>b. Point to the second column clue. What is it?</p> <p>c. Find the word that goes in the second cell in the third row. Put it in the matrix.</p> <p>d. Say the word.</p> <p>7a. You finished your matrix. Now take off the word "pet" and hold it up. Say "pet."</p> <p>b. Take off the word "ben" and hold it up. Say "ben."</p> <p>c. Take off the word "met" and hold it up. Say "met."</p> <p>d. Hold up "pen." Say "pen."</p> <p>e. Hold up "bet." Say "bet."</p> <p>f. Hold up "men." Say "men."</p> <p>Put all the words in the envelope. (PUT ALL MATERIALS AWAY)</p>	<p>(DEMONSTRATE)</p> <p>m. e-n, en.</p> <p>(DEMONSTRATE)</p> <p>b. e-t, et.</p> <p>(DEMONSTRATE)</p> <p>b. e-n, en.</p> <p>(DEMONSTRATE) ben.</p> <p>(CHECK AND CONFIRM)</p>

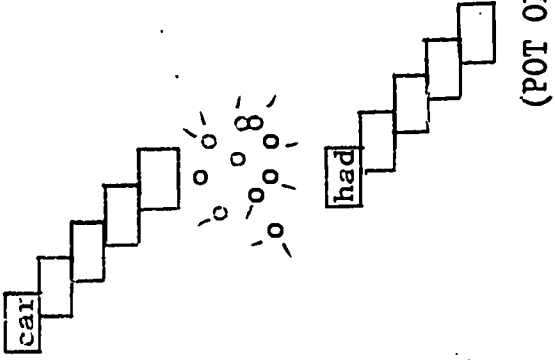
PROGRAM READING 63: TAB REVIEW AND PHRASE DISCRIMINATION (4-12-2b)

<b>MATERIALS:</b> Tab Board Tab letters Word cards Student Booklets Marking pens; Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates letter placement on tab board, elicits choral responding, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Reproduce teacher's sounding of letters and blend into simple word; select phrase in marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>(LETTERS) p e t</p> <p>(WORD) pet</p> <p>m e t</p> <p>met</p> <p>set, ben, men, bed, red, ted, fed</p>	<p>Today I am going to put letters on the tab board to make words. I will spell, sound and say the words. Then you will sound and say them. Let's try the first word.</p> <p>(PLACE LETTERS ON BOARD, SPACING APART, AND "SPELL;" SLIDE LETTERS TOGETHER AND "SOUND;" THEN "SAY" THE WORD.)</p> <p>1a. (SPELL) p-e-t, (SOUND) p..e..t, (SAY) pet.                      b. (SPACE LETTERS) Now you sound and say with me. (SLIDE LETTERS) p..e..t, pet.                      c. (HOLD UP WORD CARD) What word is this?</p> <p>2a. (SPELL) m-e-t, (SOUND) m..e..t, (SAY) met.                      b. (SPACE LETTERS) Now you sound and say with me. (SLIDE LETTERS) m..e..t, met.                      c. (HOLD UP WORD CARD) What word is this?</p> <p>3. (REPEAT ABOVE PROCEDURE)</p> <p>4. (HOLD UP EACH WORD CARD) What word is this?                      (HAND OUT BOOKLETS AND MARKING PENS) Here is a booklet for you and a pen. Listen carefully. I will say a phrase and you mark it. Ready?</p>	<p>pet.</p> <p>met.</p> <p>(CONFIRM OR CORRECT)</p>	

PROGRAM READING 63: TAB REVIEW AND PHRASE DISCRIMINATION (4-12-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
the men sat, <u>pet the cat</u>	1. "Pet the cat." Mark it.	
on a <u>bed</u> , set the pan	2. "On a bed." Mark it.	
<u>ben met her</u> , a red fan	3. "Ben met her." Mark it.	
dan met the rat, <u>ted fed the cat</u>	4. "Ted fed the cat." Mark it.	
<u>the pen is red</u> , the cat is fat	5. "The pen is red." Mark it.	
on the pot, <u>on the mat</u>	6. "On the mat." Mark it.	
the lad can get, <u>pat the tan cat</u>	7. "Pat the tan cat." Mark it.	
	(PUT MATERIALS AWAY)	

PROGRAM READING 64: TREASURE MAP (4-12-3b)

<b>MATERIALS:</b> Treasure Maps Word Cards (Sets I, II) Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary and supervises word placement on maps; presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Place word that has the same beginning sound and letter as the last letter of the preceding word on Treasure Map.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
 <p>(POT OF GOLD)</p>	<p>(HAND OUT TREASURE MAPS) The pirates have hidden another treasure, but this time they hid it in a very, very deep hole. I hope you can find it on your treasure map.</p> <p>1. We have a clue step. It is the word "car." Point to the word "car." Say "car."</p> <p>(HAND OUT WORD CARDS, SET I) Here are some more words to make the rest of the steps.</p> <p>2a. Look at the word "car." (POINT) What is the last letter?</p> <p>b. Now, find a word that starts with "r." Hold it up.</p> <p>c. What is the word that begins with "r?"</p> <p>d. Say "ram." Put the word "ram" under "car."</p> <p>e. Now let's check. "car" ends with (POINT) "r" and "ram" starts with (POINT) "r."</p> <p>3a. Look at the word "ram." What is the last letter in the word "ram?"</p> <p>b. Find the word that starts with "m." Hold it up.</p> <p>c. What is the word?</p> <p>d. Say "men." Put the word "men" under the word "ram."</p> <p>e. Now let's check. "ram" ends with "m" (POINT), and "men" starts with "m" (POINT).</p> <p>4a. Look at the word "men." What is the last letter?</p> <p>b. Hold up the word that starts with "n."</p> <p>c. What is the word?</p>		<p>It ends in "r." (CHECK) The word is "ram."</p> <p>"m" is the last letter. (CHECK) The word is "men."</p> <p>"n" is the last letter. (CHECK) The word is "net."</p>



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>4d. Say "net." Put the word "net" under the word "men."  e. Now let's check. "men" ends with "n" (POINT), and "net" starts with "n" (POINT).</p> <p>5a. We need the last step. What word do you have left?  b. Put the word "ten" under the word "net."  c. Let's check. "net" ends with "t" (POINT), and "ten" starts with "t" (POINT).  We've found the last step. It's the word "ten." But look! There is no pot of gold here! (POINT) There are only ten pieces of gold on the ground. I think the pirates have hidden the pot of gold deeper in the ground. Let's look for another clue.</p> <p>6a. (POINT TO "had") Here is a clue. What is the word?  b. Point to the word "had." Say "had."  (HAND OUT WORD CARDS, SET II) Here are some more words.</p> <p>7a. Look at the word "had." (POINT) What is the last letter?  b. Now find a word that starts with "d." Hold it up.  c. What is the word that begins with "d?"  d. Say "den." Put the word "den" under "had."  e. Now let's check. "had" ends with "d" (POINT), and "den" starts with "d" (POINT).</p> <p>8a. Look at the word "den." What is the last letter in the word "den?"  b. Find the word that starts with "n." Hold it up.  c. What is the word?  d. Say "not." Put the word "not" under the word "den."  e. Now let's check. "den" ends with "n" and "not" starts with "n."</p> <p>9a. Look at the word "not." What is the last letter?  b. Hold up the word that starts with "t." What is the word?</p>	<p>"ten."</p> <p>It is the word "had."</p> <p>It ends in "d."  (CHECK)  The word is "den."</p> <p>"n" is the last letter.  (CHECK)  The word is "not."</p> <p>"t" is the last letter.  The word is "tip."</p>



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>rat, <u>car</u>, <u>car</u>  tor, <u>nip</u>, <u>not</u>  <u>ram</u>, <u>rat</u>, <u>rap</u>  <u>pot</u>, <u>pat</u>, <u>top</u>  <u>tam</u>, <u>tip</u>, <u>sip</u>  <u>mom</u>, <u>mat</u>, <u>men</u>  <u>dip</u>, <u>den</u>, <u>nod</u>  <u>net</u>, <u>not</u>, <u>tin</u>  <u>hat</u>, <u>dad</u>, <u>had</u>  <u>net</u>, <u>ten</u>, <u>top</u></p>	<p>9c. Say "tip." Put the word "tip" under the word "not."  d. Now let's check. "not" ends with "t" and "tip" starts with "t."  10a. We need one last step to find the pot of gold. What word do you have left?  b. Put the word "pot" under the word "tip."  c. Let's check. "tip" ends with "p" and "pot" starts with "p." We found all the words that lead to the pot of gold.  (COLLECT MAPS AND WORD CARDS; HAND OUT BOOKLETS AND MARKING PENS) Here is a booklet for you, and a pen.</p> <ol style="list-style-type: none"> <li>1. Mark "car."</li> <li>2. Mark "not."</li> <li>3. Mark "ram."</li> <li>4. Mark "pot."</li> <li>5. Mark "tip."</li> <li>6. Mark "men."</li> <li>7. Mark "den."</li> <li>8. Mark "net."</li> <li>9. Mark "had."</li> <li>10. Mark "ten."</li> </ol>	<p>"pot."</p>

(PUT MATERIALS AWAY)

PROGRAM READING 65: ALPHABET KINESTHETICS (4-13-1b)

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Trace the shape and say the name of the letters "l," "g," "v," and "w;" select letters; spell, say, and select words using these letters in marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
1	<p>(HAND OUT BOOKLETS) Today we are going to learn some new letters. Remember, all letters have their own names and shapes.</p> <p>1a. (POINT) This letter is "l." Say "l."</p> <p>b. Watch me find the shape of "l" (DEMONSTRATE). You follow the shape of "l" with your finger and say the name of the letter.</p> <p>c. Again. Follow the shape (DEMONSTRATE) and say the letter.</p> <p>d. What is this letter?</p>	l.  l. l.	
8   l g b v w f v c w l g v d l g p w v v w m l g r (SAME AS #3)	<p>2a. (POINT) Here is another letter. The name of this letter is "g." Say "g."</p> <p>b. Watch me find the shape of "g" (DEMONSTRATE). Now you follow the shape of "g" with your finger and say the name of the letter.</p> <p>c. Again. Follow the shape and say the letter.</p> <p>d. What is this letter?</p> <p>(HAND OUT MARKING PENS) Here is a pen for you.</p> <p>3a. Mark all the "l's" on this page with your pen.</p> <p>b. Count the "l's" on this page. How many are there?</p> <p>4a. Mark all the "g's" on this page with your pen.</p> <p>b. Count the "g's" on this page. How many are there?</p>	g. g. g.  Green means you found an "l." There are four "l's."  There are four "g's."	

**PROGRAM** READING 65: ALPHABET KINESTHETICS (4-13-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
v	5a. (POINT) This is the letter "v." Say "v." b. Watch me find the shape of "v" (DEMONSTRATE). Now you follow the shape of "v" with your finger and say the name of the letter. c. Again. Follow the shape and say the letter. d. What is this letter?	v. v. v.
w	6a. This is the letter "w." Say "w." b. Watch me find the shape of "w" (DEMONSTRATE). Now you follow the shape of "w" with your finger and say the name of the letter. c. Again. Follow the shape and say the letter. d. What is this letter?	w. w. w.
(SAME AS #3)	7a. Mark all the "v's" on this page with your pen. b. Count the "v's" on this page. How many are there?	There are four "v's."
(SAME AS #3)	8a. Mark all the "w's" on this page with your pen. b. Count the "w's" on this page. How many are there?	There are four "w's."
w l g v	9a. Mark the "l." b. "l" has the sound l.. Say l..	
(SAME AS #9)	10a. Mark the "w." b. "w" has the sound w.. Say w..	
(SAME AS #9)	11a. Mark the "g." b. "g" has the sound g.. Say g..	
(SAME AS #9)	12a. Mark the "v." b. "v" has the sound v.. Say v..	
lad	13a. (POINT) This word is "lad." Say "lad." b. Let's point to each letter and spell the word "lad." (POINT) l-a-d, "lad."	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
get	<p>13c. Now let's point and sound each letter. Together... (POINT) <u>l</u>..a..<u>d</u>, "lad." Again. <u>l</u>..a..<u>d</u>, "lad."  d. What is this word?</p> <p>14a. This word is "get." Say "get."  b. Let's point to each letter and spell the word "get." Together... (POINT) g-e-t, "get."  c. Now let's point and sound each letter. Together... (POINT) <u>g</u>..e..<u>t</u>, "get." Again. <u>g</u>..e..<u>t</u>, "get."  d. What is this word?</p>	lad.
van	<p>15a. This word is "van." Say "van."  b. Let's point to each letter and spell the word "van." Together... (POINT) v-a-n, "van."  c. Now let's point and sound each letter. Together... (POINT) <u>v</u>..a..<u>n</u>, "van." Again. <u>v</u>..a..<u>n</u>, "van."  d. What is this word?</p>	get.
wet	<p>16a. This word is "wet." Say "wet."  b. Let's point to each letter and spell the word "wet." Together... (POINT) w-e-t, "wet."  c. Now let's point and sound each letter. Together... (POINT) <u>w</u>..e..<u>t</u>, "wet." Again. <u>w</u>..e..<u>t</u>, "wet."  d. What is this word?</p>	van.
lad can <u>wet</u> bed <u>lad</u> cat <u>van</u> pat get <u>led</u> <u>get</u> met	<p>17. Mark the word "wet."  18. Mark the word "lad."  19. Mark the word "van."  20. Mark the word "get."  (PUT MATERIALS AWAY)</p>	wet.

**PROGRAM** READING 66: MATRIX (4-13-3a)

<b>MATERIALS:</b> Matrix Boards Word Cards	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates, and supervises card placement on matrix board.	<b>OBJECTIVE(S):</b> Using row and column letter clues, spell and say word; place word in correct matrix cell.	<b>VOCABULARY:</b>																
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>																
<div> <table border="1"> <tr> <td></td><td>et</td><td>an</td><td>ed</td></tr> <tr> <td>l</td><td></td><td></td><td></td></tr> <tr> <td>v</td><td></td><td></td><td></td></tr> <tr> <td>w</td><td></td><td></td><td></td></tr> </table> </div>		et	an	ed	l				v				w				<p>(HAND OUT MATRIX #1 AND WORD CARDS) Here is the reading matrix. Take the words out of the envelope.</p> <p>la. Put your finger on the first row clue.</p> <p>b. What is the letter?</p> <p>c. Now point to the first column clue. What is the column clue?</p> <p>d. Say "et."</p> <p>e. The first row clue and the first column clue make the word "let." (HOLD UP WORD) Find the word "let." Show it to me.</p> <p>f. Say "let."</p> <p>g. Put it in your matrix.</p>	<p>(CHECK)</p> <p>The letter is "l."</p> <p>The column clue is e-t,</p> <p>"et."</p>	
	et	an	ed																
l																			
v																			
w																			
<p>let</p>	<p>2a. Point to the first row clue again. What is it?</p> <p>b. Point to the second column clue. What is it?</p> <p>c. Say "an."</p> <p>d. The first row clue and the second column clue make the word "lan." (HOLD UP WORD) Find the word "lan." Show it to me.</p> <p>e. Say "lan."</p> <p>f. Put it in your matrix.</p>	<p>(CHECK)</p> <p>(DEMONSTRATE)</p> <p>It is "l."</p> <p>a-n, "an."</p>																	
<p>lan</p>	<p>3a. Point to the first row clue again. What is it?</p> <p>b. Point to the third column clue. What is it?</p> <p>c. Say "ed."</p>	<p>(CHECK)</p> <p>(DEMONSTRATE)</p> <p>"l."</p> <p>e-d, "ed."</p>																	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
vet	<p>3d. The first row clue and the third column clue spell the word "led." (POINT TO EACH LETTER) l-ed, "led." Find the word "led." Say "led."</p> <p>e. Put it in your matrix.</p> <p>4a. Point to the second row clue. Let's say it together.</p> <p>b. Point to the first column clue. What is it?</p> <p>c. Let's sound the word that goes in this cell. v-et, "vet." Put the word "vet" in the matrix.</p> <p>d. Say "vet."</p>	<p>(DEMONSTRATE)</p> <p>"v."</p> <p>e-t, "et."</p> <p>(DEMONSTRATE)</p>
van	<p>5a. Point to the second row clue. Say it.</p> <p>b. Point to the second column clue. What is it?</p> <p>c. The second row clue and the second column clue make the word "van." (POINT) v-an, "van." Put the word in your matrix.</p> <p>d. Say "van."</p>	<p>"v."</p> <p>a-n, "an."</p> <p>(DEMONSTRATE)</p>
ved	<p>6a. Point to the second row clue. Say it.</p> <p>b. Point to the third column clue. What is it?</p> <p>c. Find the word that goes in the third cell in the second row. Put it in the matrix.</p> <p>d. Say the word.</p>	<p>"v."</p> <p>e-d, "ed."</p> <p>(DEMONSTRATE)</p>
wet	<p>7a. (POINT TO EMPTY CELL IN ROW 3, COLUMN 1)</p> <p>Find the word that belongs here. What is it?</p> <p>b. Put it in the matrix.</p>	<p>"wet."</p>
wan	<p>8a. (POINT TO CELL IN ROW 3, COLUMN 2) Look at the clues for this cell. Find the word that belongs here. Say it.</p>	<p>"wan."</p>
wed	<p>9a. (POINT TO ROW 3, COLUMN 3) What word belongs here?</p> <p>b. Put it in.</p>	<p>"wed."</p>

AUDITORY (TEACHER COMMENTARY)	CONFIRMATION																																
<div><div><table><tr><td>og</td><td>at</td><td>ir</td></tr><tr><td>b</td><td></td><td></td></tr><tr><td>f</td><td></td><td></td></tr><tr><td>h</td><td></td><td></td></tr></table></div><div><p>10. Now sound and say each word with me. (POINT)</p><table><tr><td>l-e-t, let</td><td>l-a-n, lan</td><td>l-e-d, led</td><td>v-e-t, vet</td></tr><tr><td>v-a-n, van</td><td>v-e-d, ved</td><td>w-e-t, wet</td><td>w-e-d, wed</td></tr><tr><td>w-a-n, wan</td><td></td><td></td><td></td></tr></table><p>Put your words back in the envelope and hand in your matrix.</p><p>11. (HAND OUT MATRIX #2 AND WORD CARDS) Here is a new matrix and envelope of words for you. Take the words out of the envelope. First look at the clues, then you fill in the empty cells by yourself. (PROVIDE HELP WHEN NEEDED)</p><p>12a. Let's check our matrices. (POINT TO ROW 1, COLUMN 1) What word belongs here?</p><p>b. Let's sound and say the word. (POINT) b-o-g, "bog."</p><p>13. (REPEAT ABOVE PROCEDURE FOR FOLLOWING WORDS)</p><table><tr><td>b-a-t, bat</td><td>b-i-t, bit</td><td>f-o-g, fog</td></tr><tr><td>f-a-t, fat</td><td>f-i-t, fit</td><td>h-o-g, hog</td></tr><tr><td>h-a-t, hat</td><td>h-i-t, hit</td><td></td></tr></table><p>(PUT MATERIALS AWAY)</p></div></div> <div><p>(HOLD UP COMPLETED MATRIX)</p><p>"bog."</p></div>	og	at	ir	b			f			h			l-e-t, let	l-a-n, lan	l-e-d, led	v-e-t, vet	v-a-n, van	v-e-d, ved	w-e-t, wet	w-e-d, wed	w-a-n, wan				b-a-t, bat	b-i-t, bit	f-o-g, fog	f-a-t, fat	f-i-t, fit	h-o-g, hog	h-a-t, hat	h-i-t, hit	
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f-a-t, fat	f-i-t, fit	h-o-g, hog																															
h-a-t, hat	h-i-t, hit																																



PROGRAM READING 67 (4-14-1b)

MATERIALS: Student Booklets Tape	GENERAL PROCEDURE: Teacher presents taped commentary, supervises reading, and elicits choral responding.	OBJECTIVE(S): Read words, phrases, and simple sentences.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
bob the cat sees a fat rat	(HAND OUT BOOKLETS) Today we will learn to read a story about "bob the cat and a fat rat." A1. Listen to me read this sentence. (POINT) "bob the cat sees a fat rat." You point to the words and read the sentence with me. "bob the cat sees a fat rat."		
sees	2. (POINT) This word is "sees." Point to the word and say "sees."		
bob the cat sees	3. Read the next phrase. Point to each word as you read it.		bob the cat sees.
a fat rat	4. Point to each word and read the next phrase. Point and read again.		a fat rat.
bob the cat sees a fat rat	5. Now, point to each word and read the whole sentence. Point and read it again.		bob the cat sees a fat rat.
the fat rat can sit on a log	B1. Listen to me read. (POINT) "the fat rat can sit on a log." You point and read the sentence with me. "the fat rat can sit on a log."		
log	2. This word is "log." Say "log."		
on a log	3. Read the phrase. Be sure to point to the words. Read again.		on a log.
can sit on a log	4. Read the next phrase. Read again.		can sit on a log.



**PROGRAM** READING 67 (4-14-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
the fat rat can sit on a log	B5. Now read the whole sentence. Again.	the fat rat can sit on a log.
the log is in the water water	C1. Listen. (POINT) "the log is in the water." You read the sentence with me. "the log is in the water." 2. This word is "water." Say "water." Remember to point to the words as you read.	
in the water. the log is in the water	3. Read the phrase. Read again. 4. Now read the whole sentence. Again.	in the water. the log is in the water.
the rat sees the rat on the log	D1. Listen. "the cat sees the rat on the log." You read it with me. "the cat sees the rat on the log." Read it by yourself. Again.	the cat sees the rat on the log.
the fat rat ran and ran ran ran	E1. Listen. "the fat rat ran and ran." You read it with me. "the fat rat ran and ran." 2. This word is "ran." Say "ran." (POINT) What is this word?	The word is "ran." the fat rat ran and ran.
the fat rat ran and ran	3. Read the whole sentence. Again.	
[Cat on bridge looking at rat on log in water] the rat fell into the water	F1. This is a picture of the cat and the rat and the log. (POINT TO SENTENCE) Listen. "the rat fell into the water. You read the sentence with me. "the rat fell into the water." 2. This word is "fell." Say "fell." 3. This word is "into." Say "into." 4. Read this phrase. 5. Now read the whole sentence. Again.	fell into the water. the rat fell into the water.
did the rat get wet?	G1. Listen. "did the rat get wet?" You read the sentence with me. "did the rat get wet?"	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
did did the rat	G2. This word is "did." Say "did." 3. Read the phrase. Again.	did the rat
get get wet	4. This word is "get." Say "get." 5. Read the phrase. Again.	get wet
did the rat get wet?	6. Read the whole sentence. Read it again.	did the rat get wet?
yes, the rat got wet	H1. Listen. "yes, the rat got wet." You read the sentence with me. "yes, the rat got wet."	
got	2. This word is "got." Say "got."	
yes, the rat got wet	3. Read the whole sentence. Read it again.	yes, the rat got wet.
the fat rat is wet and mad	I1. Listen. "the fat rat is wet and mad." You read the sentence with me. "the fat rat is wet and mad."	
mad	2. This word is "mad." Say "mad."	
wet and mad	3. Read the phrase. Again.	wet and mad.
the fat rat is wet and mad	4. Read the whole sentence. Read it again.	the fat rat is wet and mad.
get me car, get me	J1. Listen. "get me car, get me." You read it with me. "get me car, get me."	
me	2. This word is "me." Say "me." (POINT) What is this word?	The word is "me."
get me car, get me	3. Read the whole sentence. Read it again.	get me car, get me.
[Cat trying to help rat splashing in water]	Next time we'll read more of the story to see what happens to the rat. Will the cat be able to help the rat? We'll see.	
	(PUT MATERIALS AWAY)	

PROGRAM READING 68 (4-14-3a)			
MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Tape	Teacher presents taped commentary, supervises reading, and elicits choral responding.	Read words, phrases, and sentences.	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>[Man mopping ramp of camper-type van]</p> <p>see the van</p> <p>van</p> <p>see the van</p> <p>see the man</p> <p>see the mop</p>	<p>(HAND OUT BOOKLETS) Remember, last time the rat fell into the water. The rat was wet and mad. He called to the cat, "get me cat, get me." Now let's read to find out what happened.</p> <p>1a. (POINT) See the van? See the man? See the mop?</p> <p>b. Now listen and watch. (POINT TO EACH WORD) "see the van." You point to the words and read the sentence with me. "see the van."</p> <p>c. This word is "van." Point and say "van." Again.</p> <p>d. Read the whole sentence. Again.</p> <p>e. Read the whole sentence. Again.</p> <p>f. Read the whole sentence. Again.</p>		<p>van.</p> <p>see the van.</p> <p>see the man.</p> <p>see the mop.</p>
	<p>2a. Listen. "dan is the man in the van." You read the sentence with me. "dan is the man in the van."</p> <p>b. This word is "dan." Say "dan."</p> <p>c. Read this phrase. Again.</p> <p>d. Now you read the whole sentence. Again.</p>		<p>dan is the man.</p> <p>dan is the man in the van.</p>
	<p>3a. Listen. "dan has a mop." You read the sentence with me. "dan has a mop."</p> <p>b. This word is "has." Say "has."</p> <p>c. Read this phrase. Again.</p> <p>d. Now, read the whole sentence. Read it again.</p>		<p>dan has.</p> <p>dan has a mop.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>bob can get the mop</p> <p>get</p> <p>bob can get</p> <p>bob can get the mop</p>	<p>4a. Listen. (POINT) "bob can get the mop." You read it with me. "bob can get the mop."</p> <p>b. (POINT) This word is "get." Say "get."</p> <p>c. Read this phrase. Again.</p> <p>d. Read the whole sentence. Read it again.</p>	<p>bob can get.</p> <p>bob can get the mop.</p>
<p>[Cat standing on log holding mop out to rat]</p> <p>see the mop and get on top</p> <p>see the mop</p> <p>get on top</p> <p>see the mop and get on top</p>	<p>5a. Now listen to me. (POINT) "see the mop and get on top." You read it with me. "see the mop and get on top."</p> <p>b. (POINT) Read the first phrase. Again.</p> <p>c. (POINT) Read the second phrase. Again.</p> <p>d. Now read the whole sentence. Read it again.</p>	<p>see the mop.</p> <p>get on top.</p> <p>see the mop and get on top.</p>
<p>the rat can hop on the mop</p> <p>on the mop</p> <p>the rat can hop on the mop</p>	<p>6a. Listen. (POINT) "the rat can hop on the mop." Read it with me. "the rat can hop on the mop."</p> <p>b. (POINT) Read this phrase. Again.</p> <p>c. Read the whole sentence. Again.</p>	<p>on the mop.</p> <p>the rat can hop on the mop.</p>
<p>bob got the rat on the mop</p> <p>got</p> <p>bob got the rat</p> <p>bob got the rat on the mop</p>	<p>7a. (POINT) "bob got the rat on the mop." Read it with me. "bob got the rat on the mop."</p> <p>b. This word is "got." (POINT) Say "got."</p> <p>c. (POINT) Read this phrase. Again.</p> <p>d. Read the whole sentence. Read it again.</p>	<p>bob got the rat.</p> <p>bob got the rat on the mop.</p>
<p>[Cat with mop over shoulder rat sitting on mop]</p> <p>bob can get the rat to the</p>	<p>8a. Listen. (POINT) "bob can get the rat to the van." You read it with me. "bob can get the rat to the van."</p> <p>b. Now you read the whole sentence by yourself. Read it again.</p>	<p>bob can get the rat to the van.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>the rat is in the van</p> <p>the rat is in the van</p> <p>the man is in the van</p> <p>Man driving van, rat and man looking out window</p> <p>b b and dan and the rat sat in the van</p>	<p>9a- Listen. (POINT) "the rat is in the van." Read it with me. "the rat is in the van."</p> <p>b- You read it.</p> <p>c- Read the next sentence. Again.</p> <p>d- (POINT) Read the next sentence. Again.</p> <p>10a- Listen. (POINT) "b b and dan and the rat sat in the van." Say it with me. "b b and dan and the rat sat in the van."</p> <p>b- You read the whole sentence.</p> <p>c- Again.</p> <p>d- Again.</p> <p>(PUT MATERIALS AWAY)</p>	<p>the rat is in the van.</p> <p>the rat is in the van.</p> <p>the man is in the van.</p> <p>b b and dan and the rat sat in the van.</p>

PROGRAM READING 69: FINAL WORD AND LETTER DRILL (4-14-4b)

<b>MATERIALS:</b> Alphabet Cards Word Cards	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, holds up cards, and elicits choral responding	<b>OBJECTIVE(S):</b> Produce names of all letters, say words in card drill.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>a - z</p> <p>dad, cat, mer, no, had, pat, set, fat, a, ran, pan, log, bat, lad, and, sit, the, get, van, ran, man, fan, on, wet, can, dan, mat, got, pet, rat, yes, mad</p>	<p>1. (ASK CHILDREN TO SING ALPHABET SONG WITH YOU)</p> <p>2. (HOLD UP ALPHABET CARDS IN RANDOM ORDER) What is this letter?                      (IF LETTER IS NAMED CORRECTLY, SET ASIDE. IF INCORRECT, SAY THE NAME OF THE LETTER AND PUT INTO SECOND PILE. WHEN ALPHABET IS COMPLETED, RETURN TO SECOND PILE) What is this letter?                      (IF INCORRECT, SAY THE NAME OF THE LETTER AND ASK CHILD TO REPEAT)</p> <p>3. (HOLD UP WORD CARDS, FOLLOWING PROCEDURE OUTLINED ABOVE)</p> <p>(PUT MATERIALS AWAY)</p>		

**PROGRAM** LANGUAGE MODELING 1-1: TOM AND BETTY (3-01-1b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b> Substitute a pronoun for a noun and produce a complete positive statement.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Boy eating ice cream, girl drinking milk  Boy bouncing ball, girl jumping rope  Boy riding bicycle girl pulling wagon  Boy building blocks, girl coloring  Boy washing dog, girl petting cat  Boy on slide, girl on swing  Boy in toolshed, girl in playhouse  Boy washing face, girl brushing teeth  Boy sawing board, girl pounding nail  Boy playing drum, girl playing piano	(HOLD UP BOOKLET, POINT FIRST TO LEFT, THEN TO RIGHT PICTURE)  1a. Look at Tom. <u>He</u> is eating ice cream. b. What is Betty doing?  2a. Look at Tom. <u>He</u> is bouncing a ball. b. What is Betty doing?  3a. <u>He</u> is riding a bicycle. b. What is Betty doing?  4a. <u>He</u> is building with blocks. b. Tell me.  5a. <u>He</u> is washing his dog. b. Tell me.  6a. <u>He</u> is sliding on the slide. b. Tell me.  7a. <u>He</u> is in the toolshed. b. (POINT)  8a. <u>He</u> is washing his face. b. (POINT)  9a. <u>He</u> is sawing a board. b. (POINT)  10a. <u>He</u> is beating a drum. b. (POINT)		<u>She</u> is drinking milk.  <u>She</u> is jumping rope.  <u>She</u> is pulling a wagon.  <u>She</u> is drawing with crayons.  <u>She</u> is petting her cat.  <u>She</u> is swinging on a swing.  <u>She</u> is in the playhouse.  <u>She</u> is brushing her teeth. <u>She</u> is pounding a nail.  <u>She</u> is playing the piano.

**PROGRAM** LANGUAGE MODELING 1-1: TOM AND BETTY (3-01-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>Now let's go back to the beginning and you tell me about Tom. (POINT FIRST TO RIGHT, THEN TO LEFT PICTURE)</p> <p>1a. Look at Betty. <u>She</u> is drinking milk.  b. What is Tom doing?</p> <p>2a. Look at Betty. <u>She</u> is jumping rope.  b. What is Tom doing?</p> <p>3a. Look at Betty. <u>She</u> is pulling a wagon.  b. What is Tom doing?</p> <p>4a. <u>She</u> is drawing with crayons.  b. Tell me.</p> <p>5a. <u>She</u> is petting her cat.  b. Tell me.</p> <p>6a. <u>She</u> is swinging on a swing.  b. Tell me.</p> <p>7a. <u>She</u> is in the playhouse.  b.</p> <p>8a. <u>She</u> is brushing her teeth.  b.</p> <p>9a. <u>She</u> is pounding a nail.  b.</p> <p>10a. <u>She</u> is playing the piano.  b.</p> <p>(PUT MATERIALS AWAY)</p>	<p><u>He</u> is eating ice cream.</p> <p><u>He</u> is bouncing a ball.</p> <p><u>He</u> is riding a bicycle.</p> <p><u>He</u> is building with blocks.</p> <p><u>He</u> is washing his dog.</p> <p><u>He</u> is sliding on the slide.</p> <p><u>He</u> is in the toolshed.</p> <p><u>He</u> is washing his face.</p> <p><u>He</u> is sawing a board.</p> <p><u>He</u> is beating a drum.</p>



PROGRAM LANGUAGE MODELING 1-2: TOM AND BETTY (3-01-3b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b> Answer a question substituting a pronoun for a noun, and produce a complete positive statement.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>(SAME AS 3-01-1b)</p>	<p>(HOLD UP BOOKLET, POINT TO APPROPRIATE PICTURE BEFORE EACH QUESTION) Today we will ask questions about Tom and Betty and you tell me the answers.</p> <p>1a. When I ask, "Is Tom eating his ice cream?" you say, "Yes, he is eating his ice cream." Let's try it. Ready? Is Tom eating his ice cream? You say it.</p> <p>b. Now you ask me about Betty. You say, "Is Betty drinking her milk?"</p> <p>2a. Now I'll ask you about tom. Is Tom bouncing his ball? b. Is Betty jumping rope?</p> <p>3a. Is Tom riding a bicycle? b. Is Betty pulling a wagon?</p> <p>4a. Is Tom building with blocks? b. Now you ask about Betty.</p>		<p>Yes, <u>he</u> is eating his ice cream. Yes, <u>she</u> is drinking her milk.</p> <p>Yes, <u>he</u> is bouncing his ball. Yes, <u>she</u> is jumping rope.</p> <p>Yes, <u>he</u> is riding a bicycle. Yes, <u>she</u> is pulling a wagon.</p> <p>Yes, <u>he</u> is building with blocks. Yes, <u>she</u> is drawing with crayons.</p>

**PROGRAM** LANGUAGE MODELING 1-2: TOM AND BETTY (3-01-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	5a. Is Tom washing his dog? b. You ask about Betty.	Yes, <u>he</u> is washing his dog. Yes, <u>she</u> is petting her cat.
	6a. Is Tom sliding on the slide? b. You ask.	Yes, <u>he</u> is sliding on the slide. Yes, <u>she</u> is swinging on the swing.
	7a. Is Tom in the toolshed? b. Ask.	Yes, <u>he</u> is in the toolshed. Yes, <u>she</u> is in the playhouse.
	8a. Is Tom washing his face? b. (POINT)	Yes, <u>he</u> is washing his face. Yes, <u>she</u> is brushing her teeth.
	9a. Is Tom sawing a board? b. (POINT)	Yes, <u>he</u> is sawing a board. Yes, <u>she</u> is pounding a nail.
	10a. Is Tom beating a drum? b. (POINT)	Yes, <u>he</u> is beating a drum. Yes, <u>she</u> is playing a piano.
	(PUT MATERIALS AWAY)	

**PROGRAM** LANGUAGE MODELING 1-3: TOM AND BETTY (3-02-2b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b> Answer a question substituting a pronoun for a noun, and produce a complete positive or negative statement.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>(SAME AS 3-01-1b)</p>	<p>(HOLD UP BOOKLET, POINT TO APPROPRIATE PICTURE BEFORE EACH QUESTION) Today you will help me tell the story about Tom and Betty a different way. Listen carefully.</p> <p>1a. When I ask, "Is Tom drinking milk?" you say, "No, he is not drinking milk." Ready? Is Tom drinking milk?</p> <p>b. What is Tom doing?</p> <p>c. When I ask you, "Is Betty drinking milk?" you say, "Yes, she is drinking milk." Ready? Is Betty drinking milk?</p> <p>2a. Is Tom jumping rope?</p> <p>b. What is Tom doing?</p> <p>c. Is Betty jumping rope?</p> <p>3a. Is Tom pulling a wagon?</p> <p>b. What is Tom doing?</p> <p>c. Is Betty pulling a wagon?</p> <p>4a. Is Tom drawing with crayons?</p> <p>b. What is Tom doing?</p>	<p>No, he is not drinking milk.</p> <p>He is eating ice cream.</p> <p>Yes, she is drinking milk.</p> <p>No, he is not jumping rope.</p> <p>He is bouncing a ball.</p> <p>Yes, she is jumping rope.</p> <p>No, he is not pulling a wagon.</p> <p>He is riding a bicycle.</p> <p>Yes, she is pulling a wagon.</p> <p>No, he is not drawing with crayons.</p> <p>He is building with blocks.</p>	

**PROGRAM LANGUAGE MODELING 1-3: TOM AND BETTY (3-02-2b)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	4c. Is Betty drawing with crayons?	Yes, she is drawing with crayons.
	5a. Is Tom petting his cat?	No, Tom is not petting his cat.
	b. What is Tom doing?	He is washing his dog.
	c. Is Betty petting her cat?	Yes, she is petting her cat.
	6a. Is Tom swinging on a swing?	No, he is not swinging on a swing.
	b. What is Tom doing?	He is sliding on a slide.
	c. Is Betty swinging on a swing?	Yes, she is swinging on a swing.
	7a. Is Tom in the playhouse?	No, he is not in the playhouse.
	b. Where is Tom?	He is in the toolshed.
	c. Is Betty in the playhouse?	Yes, she is in the playhouse.
	8a. Is Tom brushing his teeth?	No, he is not brushing his teeth.
	b. What is Tom doing?	He is washing his face.
	c. Is Betty brushing her teeth?	Yes, she is brushing her teeth.
	9a. Is Tom pounding a nail?	No, he is not pounding a nail.
	b. What is Tom doing?	He is sawing a board.
	c. Is Betty pounding a nail?	Yes, she is pounding a nail.

**PROGRAM LANGUAGE MODELING 1-3: TOM AND BETTY (3-02-2b)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>10a. Is Tom playing the piano?</p> <p>b. What is Tom doing?</p> <p>c. Is Betty playing the piano?</p>	<p>(PUT MATERIALS AWAY)</p>	<p>No, he is not playing the piano.</p> <p>He is beating the drum.</p> <p>Yes, she is playing the piano.</p>

PROGRAM LANGUAGE MODELING 1-4: TOM AND BETTY (3-02-4b)

MATERIALS: Teacher Booklet Tape	GENERAL PROCEDURE: Teacher presents taped commentary and elicits choral responding; one child addresses question to another child.	OBJECTIVE(S): Ask and answer questions, substituting a pronoun for a noun, and produce a complete positive or negative statement.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
(SAME AS 3-01-1b)	<p>(HOLD UP BOOKLET) Today we will ask some questions about Tom and Betty.</p> <p>1a. Is Tom drinking milk?</p> <p>b. What is Tom doing?</p> <p>c. Is Tom eating ice cream?</p> <p>d. Now <u>A</u>, you ask <u>B</u> about Betty.</p> <p>2a. Is Tom jumping rope?</p> <p>b. What is Tom doing?</p> <p>c. Is Tom bouncing a ball?</p> <p>d. Now <u>C</u>, you ask <u>D</u> about Betty.</p> <p>3a. Is Tom pulling a wagon?</p> <p>b. What is Tom doing?</p> <p>c. Is Tom riding a bicycle?</p> <p>d. <u>B</u>, you ask <u>A</u> about Betty.</p>		<p>No, he is not drinking milk.</p> <p>He is eating ice cream.</p> <p>Yes, he is eating ice cream.</p> <p>No, he is not jumping rope.</p> <p>He is bouncing a ball.</p> <p>Yes, he is bouncing a ball.</p> <p>No, he is not pulling a wagon.</p> <p>He is riding a bicycle.</p> <p>Yes, he is riding a bicycle.</p>

**PROGRAM LANGUAGE MODELING 1-4: TOM AND BETTY (3-02-4b)**

VISUAL	ADDITIONAL (TEACHER COMMENTARY)	CONFIRMATION
	<p>4a. Is Tom drawing with crayons?</p> <p>b. What is Tom doing?</p> <p>c. Is Tom building with blocks?</p> <p>d. <u>D</u>, you ask <u>C</u> about Betty.</p> <p>5a. Is Betty washing her dog?</p> <p>b. What is Betty doing?</p> <p>c. Is Betty petting her cat?</p> <p>d. <u>A</u>, you ask <u>D</u> about Tom.</p> <p>6a. Is Betty sliding on the slide?</p> <p>b. What is Betty doing?</p> <p>c. Is Betty swinging on the swing?</p> <p>d. <u>C</u>, you ask <u>B</u> about Tom.</p> <p>7a. Is Betty in the toolshed?</p> <p>b. Where is Betty?</p> <p>c. Is Betty in the playhouse?</p> <p>d. <u>D</u>, you ask <u>A</u> about Tom.</p>	<p>No, he is not drawing with crayons. He is building with blocks. Yes, he is building with blocks.</p> <p>No, she is not washing her dog. She is petting her cat. Yes, she is petting her cat.</p> <p>No, she is not sliding on the slide. She is swinging on the swing. Yes, she is swinging on the swing.</p> <p>No, she is not in the toolshed. She is in the playhouse. Yes, she is in the playhouse.</p>

**PROGRAM** LANGUAGE MODELING 1-4: TOM AND BETTY (3-02-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>8a. Is Betty washing her face?</p> <p>b. What is Betty doing?</p> <p>c. Is Betty brushing her teeth?</p> <p>d. <u>B</u>, you ask <u>C</u> about Tom.</p> <p>9a. Is Tom pounding a nail?</p> <p>b. What is Tom doing?</p> <p>c. Is Tom sawing a board?</p> <p>d. Who wants to ask a question about this picture?</p> <p>10a. Is Tom playing the piano?</p> <p>b. What is Tom doing?</p> <p>c. Is Tom beating a drum?</p> <p>d. Who wants to ask a question about this picture?</p> <p>(PUT MATERIALS AWAY)</p>	<p>No, she is not washing her face.</p> <p>She is brushing her teeth.</p> <p>Yes, she is brushing her teeth.</p> <p>No, he is not pounding a nail.</p> <p>He is sawing a board.</p> <p>Yes, he is sawing a board.</p> <p>No, he is not playing a piano.</p> <p>He is beating the drum.</p> <p>Yes, he is beating a drum.</p>



**PROGRAM LANGUAGE MODELING 2-1, 2-2;<sup>a</sup> CIRCUS (3-06-1b, 3-06-2b)**

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Girl standing, boy standing	(HOLD UP BOOKLET) Today we have a story about two children at the circus. Listen. (POINT FIRST TO LEFT, THEN TO RIGHT PICTURE)  1a. This is Marsha. She is on the left. b. This is David. He is on the right. Now you say, "This is David. He is on the right."		
Girl riding to circus, boy walking to circus	2a. Listen. Marsha rides to the circus. b. Listen. David walked to the circus. c. Now you say, "David walked to the circus."		
Man selling popcorn to girl, woman putting boy's money in cash box	3a. He sells popcorn to Marsha. b. She sold lemonade to David. c. (POINT TO b) You tell me.		
Clowns running in ring, band marching between tents	4a. Inside the tent the clowns run around the ring. b. Outside the tent the band marched down the walk. c. (POINT TO b) You tell me.		
Fat clown sliding down pole, thin drummer stepping onto stage	5a. The big fat clown slides down the pole. b. The little thin drummer climbed up the steps. c. (POINT TO b) Tell me.		

<sup>a</sup>In following Language Modeling programs, child listens to a and echoes b on Day 1, listens to b and echoes a on Day 2. On Day 3, child answers questions, substituting a pronoun for a noun, and produces a complete positive or negative statement.

**PROGRAM LANGUAGE MODELING 2-1, 2-2: CIRCUS (3-06-1b, 3-06-2b)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Girl eating popcorn, boy throwing cup in trashcan	6a. Marsha is eating her popcorn. b. David drank his lemonade. c. (POINT TO b)	
Man swinging on trapeze, Woman on pony riding off stage	7a. The man up in the air swings on his trapeze. b. The lady down on the ground rode on her pony. c. (POINT TO b)	
Girl watching lions enter cage, boy watching dogs leave outdoor stage	8a. Inside she watches the lions enter the cage. b. Outside he watched the dogs leave the stage. c. (POINT TO b)	
One lion lying down, two dogs standing	9a. One lion is lying down. b. Two dogs stood up. c. (POINT TO b)	
Some of the people by girl waving flags, all of the people by boy clapping hands	10a. Some of the people wave their flags. b. All of the people clapped their hands. c. (POINT TO b)	
	(PUT MATERIALS AWAY)	

PROGRAM LANGUAGE MODELING 2-3: CIRCUS (3-06-3b)

MATERIALS: Teacher Booklet Tape	GENERAL PROCEDURE: Teacher presents taped commentary and elicits choral responding; then children take turns asking questions.	OBJECTIVE(S): Answer a question substituting a pronoun for a noun and produce a complete positive or negative statement.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>(SAME AS 3-06-1b)</p>	<p>(HOLD UP BOOKLET) Today I'm going to ask you some questions about David and Marsha and then you can ask some questions. Ready?</p> <p>(POINT TO APPROPRIATE PICTURE BEFORE EACH QUESTION)</p> <p>1a. What side of the page is Marsha on? b. Is David on the right?</p> <p>2a. Does Marsha walk to the circus? b. How did David get to the circus?</p> <p>3a. Who sells popcorn to Marsha? b. Did the man sell lemonade to David?</p> <p>4a. Where are the clowns? b. Where is the band?</p> <p>5a. Who slides down the pole? b. Did the thin little drummer slide down the pole?</p>		<p>She is on the left. Yes, he is on the right.</p> <p>No, she rides to the circus. He walked to the circus.</p> <p>The man sells popcorn to Marsha. No, the lady sold lemonade to David.</p> <p>They are inside the tent. It is outside the tent.</p> <p>The big, fat clown slides down the pole. No, he climbed up the steps.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>6a. Is Marsha drinking her lemonade?</p> <p>b. Is David drinking his lemonade?</p> <p>7a. What is the man doing?</p> <p>b. What did the lady do?</p> <p>8a. Now what is Marsha doing?</p> <p>b. Did David watch the lions?</p> <p>9a. Are two lions standing up?</p> <p>b. Did the two dogs stand up?</p> <p>10a. Do some of the people wave their flags?</p> <p>b. Did all the people clap their hands?</p> <p>(TURN OFF TAPE)</p> <p>11. (HAND BOOKLET TO CHILD) Now you can each ask one question about the story. <u>A</u>, you choose a picture and ask a question. (REPEAT FOR EACH CHILD)</p> <p>(PUT MATERIALS AWAY)</p>	<p>No, she is eating her popcorn.</p> <p>No, he drank his lemonade.</p> <p>The man up in the air swings on his trapeze.</p> <p>The lady on the ground rode on her pony.</p> <p>Inside she watches the lions enter the cage.</p> <p>No, outside he watched the dogs leave the stage.</p> <p>No, one lion is lying down.</p> <p>Yes, the two dogs stood up.</p> <p>Yes, some of the people wave their flags.</p> <p>Yes, all the people clapped their hands.</p> <p>(DO NOT REPHRASE IF CHILD PRODUCES QUESTION INCORRECTLY BUT ANSWER IN CORRECT ENGLISH)</p>

**PROGRAM** LANGUAGE MODELING 3-1, 3-2: THANKSGIVING (3-07-2b, 3-07-3b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>Girl helping mother stuff turkey, boy looking at frosted cake and licking spoon</p> <p>Girl putting salad in bowls, boy holding pan of rolls</p> <p>Girl putting cloth on table, boy putting last chair under table</p> <p>Girl looking up at bowl and pitcher on top shelf, boy looking down at candles and holders on bottom shelf</p>	<p>(HOLD UP BOOKLET; POINT FIRST TO LEFT, THEN TO RIGHT PICTURE) Marsha and David are having Thanksgiving dinner at Marsha's house.</p> <p>1a. Marsha helps her mother put stuffing in the turkey.                      b. David helped Marsha's mother put frosting on the cake.                      c. Now you say, "David helped Marsha's mother put frosting on the cake."</p> <p>2a. She puts salad in some little round bowls.                      b. He put rolls in a big square pan.                      c. Now you say, "He put rolls in a big square pan."</p> <p>3a. Marsha puts a tablecloth over the table.                      b. David put some chairs around the table.                      c. Now you say, "David put some chairs around the table."</p> <p>4a. High on the top shelf are the cream pitcher and sugar bowl.                      b. Low on the bottom shelf are some candles and candle holders.                      c. Now you say, "Low on the bottom shelf are some candles and candle holders."</p>		

**PROGRAM** LANGUAGE MODELING 3-1, 3-2: THANKSGIVING (3-07-2b, 3-07-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Girl on stool reaching for sugar and creamer, boy squatting to get candles and holders	5a. She climbs to get the cream pitcher and sugar bowl. b. He bends down to get the candles and candle holders. c. Now you say, "He bends down to get the candles and candle holders."	
Girl placing cream and sugar on table, boy reaching to place candles on table	6a. Marsha is putting the cream pitcher and sugar bowl on the table. b. David will put the candles next to them on the table. c. (POINT TO b) You tell me.	
Boy's parents at door with mother ringing bell, girl's father starting to open door from inside	7a. David's mother rings the doorbell. b. Marsha's father will open the door. c. (POINT TO b) Tell me.	
Boy's mother kissing girl, fathers shaking hands	8a. David's mother kisses Marsha. b. The fathers shake hands. c. (POINT TO b)	
Boy's family seated at table, both families seated	9a. Some of the people are sitting at the table. b. All of the people are seated at the table. c. (POINT TO b)	
	(PUT MATERIALS AWAY)	

**PROGRAM LANGUAGE MODELING 3-3: THANKSGIVING (3-07-4b)**

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding; then children take turns asking questions.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
(SAME AS 3-07-2b)	<p><b>HOLD UP BOOKLET:</b> Today I'm going to ask you some questions about David and Marsha, and then you can ask some questions. Ready?</p> <p><b>POINT TO APPROPRIATE PICTURE BEFORE EACH QUESTION.</b></p> <ol style="list-style-type: none"> <li>1. How does Marsha help her mother?                         <ol style="list-style-type: none"> <li>a. Did David help Marsha's mother put stuffing in the turkey?</li> <li>b. Did David help Marsha's mother put frosting on the cake?</li> </ol> </li> <li>2. What did David do?                         <ol style="list-style-type: none"> <li>a. What is Marsha putting in the bowls?</li> </ol> </li> <li>3. Did David put a tablecloth over the table?                         <ol style="list-style-type: none"> <li>a. Is Marsha putting chairs around the table?</li> </ol> </li> <li>4. What is on the top shelf?                         <ol style="list-style-type: none"> <li>a. Where are the candles and candle holders?</li> </ol> </li> </ol>		<p>Marsha helps her mother put stuffing in the turkey.</p> <p>Yes, David helped Marsha's mother put frosting on the cake.</p> <p>He put rolls in a big square pan.</p> <p>She puts salad in some little bowls.</p> <p>No, David put some chairs around the table.</p> <p>No, Marsha puts a tablecloth over the table.</p> <p>High on the top shelf are the cream pitcher and sugar bowl.</p> <p>Low on the bottom shelf are some candles and candle holders.</p>

**PROGRAM LANGUAGE MODELING 3-3: THANKSGIVING (3-07-4b)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	5a. How does Marsha get the cream pitcher and sugar bowl?	She climbs up to get the cream pitcher and sugar bowl.
	b. Why is David bending down?	He bends down to get the candles and candle holders.
	6a. What will David do with the candles?	David will put the candles on the table.
	b. Where is Marsha putting the cream pitcher and sugar bowl?	Marsha is putting the cream pitcher and sugar bowl next to them.
	7a. Who rings the doorbell?	David's mother rings the doorbell.
	b. Will Marsha's mother open the door?	No, Marsha's father will open the door.
	8a. Who shakes hands?	The fathers shake hands.
	b. What does David's mother do?	David's mother kisses Marsha.
	9a. Are some of the people seated at the table?	All of the people are seated at the table.
	b. Are all the people sitting at the table?	No, <u>some</u> of the people are sitting at the table.
	(TURN OFF TAPE)	
	10. (HAND BOOKLET TO CHILD) Now you can each ask one question about the story. <u>A</u> , you choose a picture and ask a question.	
	(REPEAT FOR EACH CHILD)	
	(PUT MATERIALS AWAY)	



**PROGRAM** LANGUAGE MODELING 4-1, 4-2: CHRISTMAS (11-09-16) 11-09-20

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Girl sleeping in bed. boy sleeping in bed	(HOLD UP BOOKLET) It's Christmas Eve and the children are in bed dreaming about Santa and Christmas. 1a. Marsha is sleeping in her bed. b. David is sleeping in his bed. Now you say, "David is sleeping in his bed."		
Santa Claus, reindeer	2a. Marsha dreams of Santa. b. David dreams of reindeer. Now you say, "David dreams of reindeer."		
Snow falling outside Santa's workshop, fire burning inside workshop	3a. The cold snow falls outside Santa's workshop. b. The warm fire burned inside Santa's workshop. c. Now you say, "The warm fire burned inside Santa's workshop."		
Elves drawing faces on dolls, Santa holding brush and looking at painted ball	4a. Little elves draw faces on some dolls. b. Big Santa painted stripes on a ball. c. Now you say, "Big Santa painted stripes on a ball."		
Girl giving cookie to elf, boy holding carrot tops and watching reindeer eat	5a. Inside, Marsha gives a cookie to one elf. b. Outside, David gave some carrots to three reindeer. c. (POINT TO b) Now you say it.		
Elves putting dolls in box on floor, Santa's hand by ball on top shelf	6a. The elves are putting dolls in a box down on the floor. b. Santa put the ball behind a truck up on the shelf. c. (POINT) Now you say it.		

**PROGRAM** LANGUAGE MODELING 4-1, 4-2: CHRISTMAS (3-09-1b, 3-09-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Bare Xmas tree in workshop, reindeer with decorations on antlers	7a. Santa's tree is not decorated. b. Santa's reindeer have many decorations. c. (POINT) You say it.	
Girl making gold star at workbench, boy looking at red bell in front of him	8a. Marsha makes a gold star. b. David made a red bell. c. (POINT)	
Girl reaching to put star on tree top, boy putting bell on bottom branch	9a. Marsha puts the star on the top branch of the tree. b. David puts the bell on the bottom branch of the tree.	
Elves putting toys in bag, Santa brushing snow off sleigh seat	10a. The elves are putting toys in Santa's bag. b. Santa is brushing snow off his sleigh. c. (POINT)	
Reindeer and sleigh on rooftop, Santa climbing into chimney	11a. The reindeer wait on the rooftop. b. Santa slides down the chimney. c. (POINT)	
Boy reaching for gift under tree, girl reaching into stocking	12a. When David gets up he finds a present under his tree. b. When Marsha gets up she finds a present in her stocking. c. (POINT)	
(PUT MATERIALS AWAY)		

**PROGRAM** LANGUAGE MODELING 4-3: CHRISTMAS (3-09-3b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b> (SAME AS 3-09-1b)	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
	<p>(HOLD UP BOOKLET) It's Christmas Eve and all children are in bed dreaming about Santa and Christmas. Today I will ask you some questions about David and Marsha. (POINT TO APPROPRIATE PICTURE BEFORE EACH QUESTION)</p> <p>1a. What is Marsha doing?</p> <p>b. Is David sleeping in his bed?</p> <p>2a. Does Marsha dream of reindeer?</p> <p>b. Who dreams of reindeer?</p> <p>3a. What falls outside Santa's workshop?</p> <p>b. Did the cold snow fall inside Santa's workshop?</p> <p>4a. Do little elves paint stripes on a ball?</p> <p>b. Who painted stripes on a ball?</p> <p>5a. What is Marsha doing inside Santa's workshop?</p>		<p>Marsha is sleeping in her bed.</p> <p>Yes, he is sleeping in his bed.</p> <p>No, Marsha dreams of Santa.</p> <p>David dreams of reindeer.</p> <p>The cold snow falls outside Santa's workshop.</p> <p>No, the warm fire burned inside Santa's workshop.</p> <p>No, little elves draw faces on some dolls.</p> <p>Big Santa painted stripes on a ball.</p> <p>Inside, she gives a cookie to one elf.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	5b. What did David do outside Santa's workshop?	Outside, he gave carriage to three reindeer.
	6a. Are the elves putting the dolls up on the shelf?	No, they are putting the dolls in a box down on the floor.
	b. Where did Santa put the bell?	Santa put the bell behind a truck up on the shelf.
	7a. Is Santa's tree decorated?	No, Santa's tree is not decorated.
	b. Do Santa's reindeer have many decorations?	Yes, they have many decorations.
	8a. Who makes a gold star?	Marsha makes a gold star.
	b. What did David make?	He made a red bell.
	9a. Where does Marsha put the star?	Marsha puts the star on the top branch of the tree.
	b. Where does David put the bell?	David puts the bell on the bottom branch of the tree.
	10a. What are the elves doing?	They are putting toys in Santa's bag.
	b. What is Santa doing?	He is brushing snow off his sleigh.
	11a. Where do the reindeer wait?	The reindeer wait on the roof.
	b. Who slides down the chimney?	Santa slides down the chimney.
	12a. When David gets up, where does he find a present?	David finds a present under his tree.
	b. When Marsha gets up, does she find a present under her tree?	No, when Marsha gets up she finds a present in her stocking.

UPPER MATERIALS AWAY

**PROGRAM** LANGUAGE MODELING 5-1, 5-2: VACATION TIME (3-12-2b, 3-12-3b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Girl and family driving to beach, boy and family driving up to snow-covered cabin in mountains	(HOLD UP BOOKLET, POINT TO EACH PICTURE) It's vacation time.  1a. Marsha and her family are going to the beach. b. David and his family are going to the mountains. c. Now you say, "David and his family are going to the mountains."		
Girl in bathing suit on shore, boy in snow suit standing in snow	2a. At the beach, Marsha wears her bathing suit. b. In the mountains, David wears his snow suit. c. Now you say, "In the mountains, David wears his snow suit."		
Girl swimming, boy on snowsled sliding down hill	3a. Marsha is swimming the water. b. David is sliding on the snow. c. Now you say, "David is sliding on the snow."		
Girl sweating under hot sun, boy shivering under falling snow	4a. When the sun shines, Marsha is hot. b. When the snow falls, David is cold. c. Now you say, "When the snow falls, David is cold."		
Girl brushing sand off seashell, boy picking pine cone off tree	5a. Marsha found a seashell in the sand. b. David picked a pine cone from a tree. c. (POINT TO b) Now you say it.		

**PROGRAM** LANGUAGE MODELING 5-1, 5-2: VACATION TIME (3-12-1b, 3-12-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Girl building sand castle, boy building snowman	6a. Marsha is building a sand castle. b. David is making a snowman. c. (POINT) Now you say it.	
Girl pouring water into castle moat, boy placing last button on snowman	7a. Marsha poured water around the sand castle. b. David put buttons on the snowman. c. (POINT) Now you say it.	
Girl reaching for floating ball, boy looking at sled go down hill	8a. The beach ball floats away on the water. b. The snowsledder slips away down the hill. c. (POINT)	
Girl filling pail with sand, boy making snowball	9a. Marsha will take some sand home for David. b. David will take a snowball home for Marsha. c. (POINT)	
	(PUT MATERIALS AWAY)	

**PROGRAM** LANGUAGE MODELING 5-3: VACATION TIME (3-12-4b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
(SAME AS 3-12-2b)	<p>(HOLD UP BOOKLET) Today I will ask you some questions about David and Marsha.</p> <p>1a. Where are Marsha and her family going?</p> <p>b. Are David and his family going to the mountains?</p> <p>2a. What does Marsha wear at the beach?</p> <p>b. In the mountains, does David wear his bathing suit?</p> <p>3a. Is Marsha swimming in the water?</p> <p>b. What is David doing?</p> <p>4a. When the sun shines, is she cold?</p> <p>b. When the snow falls, is he cold?</p> <p>5a. Where did Marsha find the seashell?</p> <p>b. What did David pick from a tree?</p>		<p>Marsha and her family are going to the beach.</p> <p>Yes, David and his family are going to the mountains.</p> <p>At the beach, Marsha wears her bathing suit.</p> <p>No, in the mountains David wears his snowsuit.</p> <p>Yes, Marsha is swimming in the water.</p> <p>David is sliding on the snow.</p> <p>No, when the sun shines, she is hot.</p> <p>Yes, when the snow falls, he is cold.</p> <p>Marsha found a seashell in the sand.</p> <p>David picked a pine cone from a tree.</p>

**PROGRAM** LANGUAGE MODELING 5-3: VACATION TIME (3-12-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>6a. What is Marsha building?</p> <p>b. Is David building a sand castle?</p> <p>7a. What did Marsha pour around her sand castle?</p> <p>b. Did David put buttons on his snowman?</p> <p>8a. Does the beach ball slip away down the hill?</p> <p>b. What slips away down the hill?</p> <p>9a. What will she take home for David?</p> <p>b. What will he take home for Marsha?</p> <p>(PUT MATERIALS AWAY)</p>	<p>Marsha is building a sand castle.</p> <p>No, David is making a snowman.</p> <p>Marsha poured water around her sand castle.</p> <p>Yes, David put buttons on his snowman.</p> <p>No, the beach ball floats away on the water.</p> <p>The snowsled slips away down the hill.</p> <p>She will take some sand home for David.</p> <p>He will take a snowball home for Marsha.</p>



**PROGRAM** LANGUAGE MODELING 6-1, 6-2: CLEAN-UP TIME (4-03-2b, 4-03-3b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Mother washing dishes, girl holding towel; father raking leaves, boy approaching with rake	(HOLD UP BOOKLET, POINT TO EACH PICTURE) It is clean-up time.  1a. At Marsha's house, Marsha helps her mother. b. At David's house, David helps his father. c. Now you say, "At David's house, David helps his father."		
Girl drying dishes; boy raking leaves	2a. Marsha dries the dishes. b. David rakes the leaves. c. Now you say, "David rakes the leaves."		
Girl on stool stacking plates; boy dropping armful of leaves in trashcan	3a. She stacks the dishes in the cupboard. b. He puts the leaves into a trash can. c. Now you say, "He puts the leaves into a trash can."		
Mother handing toys to girl; father handing box to boy and pointing to paper on ground	4a. Mother asks Marsha to put away the toys. b. Father asks David to pick up the trash. c. You say, "Father asks David to pick up the trash."		
Girl on porch waving to boy on sidewalk; boy on sidewalk waving to girl	5a. Marsha waves to David on the sidewalk. b. David waves to Marsha on the porch. c. (POINT) Now you say it.		

**PROGRAM** LANGUAGE MODELING 6-1, 6-2: CLEAN-UP TIME (4-03-2b, 4-03-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Girl walking toward boy; boy walking over to girl	6a. Marsha asks, "David, will you help me?" b. David says, "Yes, I will help you." c. Tell me, what does David answer?	David says, "Yes, I will help you."
Girl and boy picking up paper; girl and boy pick- ing up toys	7a. In David's yard, Marsha helps David pick up the trash. b. In Marsha's house, David helps Marsha put away the toys. c. (POINT TO b) You say it.	
Children putting papers in trash can; children putting toys in box	8a. They put the trash in a round can. b. They put the toys in a square box. c. (POINT TO b)	
Boy's father giving children money; girl's mother giving children cookies	9a. David's father gives both children a nickel. b. Marsha's mother gives both of them a cookie. c. (POINT)	
	(PUT MATERIALS AWAY)	

**PROGRAM LANGUAGE MODELING 6-3: CLEAN-UP TIME (4-03-4b)**

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>(SAME AS 4-03-2b)</p>	<p>(HOLD UP BOOKLET) It's clean-up time. Today I will ask you some questions about David and Marsha.</p> <p>1a. What is Marsha doing at her house?</p> <p>b. Who does David help at his house?</p> <p>2a. Does David dry the dishes?</p> <p>b. What does David do?</p> <p>3a. Where does she stack the dishes?</p> <p>b. Where does he put the leaves?</p> <p>4a. Does Father ask Marsha to put away the toys?</p> <p>b. Who asks David to pick up the trash?</p> <p>5a. Who does Marsha wave to on the sidewalk?</p> <p>b. Does David wave to Marsha on the porch?</p>		<p>At Marsha's house, Marsha helps her mother.</p> <p>At David's house, David helps his father.</p> <p>No, Marsha dries the dishes.</p> <p>David rakes the leaves.</p> <p>She stacks the dishes in the cupboard.</p> <p>He puts the leaves in to a trash can.</p> <p>No, Mother asks Marsha to put away the toys.</p> <p>Father asks David to pick up the trash.</p> <p>She waves to David on the sidewalk.</p> <p>Yes, David waves to Marsha on the porch.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>6a. What does Marsha ask David?</p> <p>b. What does David answer?</p> <p>7a. What does Marsha do in David's yard?</p> <p>b. What does David do in Marsha's house?</p> <p>8a. Did they put the trash in a square box?</p> <p>b. Where did they put the toys?</p> <p>9a. Who gives both children a nickel?</p> <p>b. What does Marsha's mother give both of them?</p> <p>(PUT MATERIALS AWAY)</p>	<p>She asks, "David, will you help me?"</p> <p>He says, "Yes, I will help you."</p> <p>In David's yard, Marsha helps David pick up the trash.</p> <p>In Marsha's house, David helps Marsha put away the toys.</p> <p>No, they put the trash in a round can.</p> <p>They put the toys in a square box.</p> <p>David's father gives both children a nickel.</p> <p>She gives both of them a cookie.</p>

**PROGRAM** LANGUAGE MODELING 7-1, 7-2: TOY STORE (4-06-1b, 4-06-2b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Father giving boy dollar bill, mother handing girl two quarters	(HOLD UP BOOKLET) Today we have a story about two children at a toy store.  1a. David's father gave him a dollar. b. Marsha's mother gave her two quarters. c. Now you say, "Marsha's mother gave her two quarters."		
Boy running to store, girl riding bike to store	2a. David runs to the toy store. b. Marsha rides to the toy store. c. Now you say, "Marsha rides to the toy store."		
Boy pointing to flag in outside window display, girl looking at ball inside store	3a. Outside the store, David points to a small checked flag. b. Inside the store, Marsha looks at a large striped ball. c. (POINT TO b) Now you say it.		
Boy looking at bats and balls in store, girl looking at doll and buggy	4a. He sees some bats and balls. b. She sees a doll and buggy. c. (POINT TO b) Now you say it.		
Toy drummer beating drum on floor, baby doll with bottle on counter	5a. Down on the floor, the toy drummer is beating his drum. b. Up on the counter the baby doll is drinking her bottle. c. (POINT) You say it.		

**PROGRAM** LANGUAGE MODELING 7-1, 7-2: TOY STORE (4-06-1b, 4-06-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Boy looking in playhouse door, girl looking out playhouse window	6a. David is outside the playhouse looking in. b. Marsha is inside the playhouse, looking out. c. (POINT TO b)	
Salesman showing boy fire truck, saleswoman showing girl ballerina doll	7a. The salesman shows David a fire truck. b. The saleslady shows Marsha a dancing doll. c. (POINT)	
Boy and salesman looking at dump and pick-up trucks, girl and saleswoman looking at other doll	8a. They look at two more trucks. b. They look at one more doll. c. (POINT)	
Boy paying for fire truck, girl pointing to doll and handing money to saleswoman	9a. David buys the fire truck. b. Marsha buys the baby doll. c. (POINT)	
	(PUT MATERIALS AWAY)	

**PROGRAM** LANGUAGE MODELING 7-3: TOY STORE (4-06-4a)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
(SAME AS 4-06-1b)	<p>(HOLD UP BOOKLET) Today I will ask you some questions about David and Marsha.</p> <p>1a. Who gave David a dollar?</p> <p>b. What did Marsha's mother give her?</p> <p>2a. Did David ride to the toy store?</p> <p>b. How did Marsha get to the toy store?</p> <p>3a. David is outside the store. What does he point to?</p> <p>b. What does Marsha look at inside the store?</p> <p>4a. What does David see?</p> <p>b. Does Marsha see some bats and balls?</p> <p>5a. Where is the toy drummer beating his drum?</p>		<p>David's father gave him a dollar.</p> <p>Marsha's mother gave her two quarters.</p> <p>No, David runs to the toy store.</p> <p>Marsha rides to the toy store.</p> <p>David points to a small checked flag.</p> <p>Inside the store, Marsha looks at a large striped ball.</p> <p>He sees some bats and balls.</p> <p>No, she sees a doll and buggy.</p> <p>Down on the floor, the toy drummer is beating his drum.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>5b. Is the baby doll drinking her bottle down on the floor?</p> <p>6a. Who is outside the playhouse looking in?</p> <p>b. Is Marsha outside the playhouse looking in?</p> <p>7a. Does the salesman show David a fire truck?</p> <p>b. What does the saleslady show Marsha?</p> <p>8a. What do David and the salesman look at?</p> <p>b. Do Marsha and the saleslady look at one more doll?</p> <p>9a. What does David buy?</p> <p>b. Does Marsha buy the baby doll?</p> <p>(PUT MATERIALS AWAY)</p>	<p>No, up on the counter the baby doll is drinking her bottle.</p> <p>David is outside the playhouse looking in.</p> <p>No, Marsha is inside the playhouse looking out.</p> <p>Yes, the salesman shows David a fire truck.</p> <p>The saleslady shows Marsha a dancing doll.</p> <p>They look at two more trucks.</p> <p>Yes, they look at one more doll.</p> <p>David buys the fire truck.</p> <p>Yes, Marsha buys the baby doll.</p>



**PROGRAM** LANGUAGE MODELING 8-1, 8-2: EASTER TIME (4-08-2b, 4-08-3b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Girl's mother handing her Easter basket, boy taking basket from his mother	(HOLD UP BOOKLET) It's Easter time! David and Marsha are going to an Easter egg hunt at their school. 1a. Marsha's mother gives her an Easter basket. b. David's mother gives him an Easter basket. c. Now you say, "David's mother gives him an Easter basket."		
Girl waving to friends by classroom, boy waving to friends at playground	2a. Near the classroom, Marsha says hello to her friends. b. At the playground, David says hello to his friends. c. Now you say, "At the playground, David says hello to his friends."		
Girl finding chocolate rabbit, boy finding candy egg in tree	3a. Marsha looks under a bush and finds a chocolate rabbit. b. David looks in a tree and finds a candy egg. c. Now you say, "David looks in a tree and finds a candy egg."		
Girl finding spotted eggs behind bench, boy finding striped eggs in grass	4a. Marsha finds three spotted Easter eggs hidden behind a bench. b. David finds two striped Easter eggs hidden in the grass. c. You say, "David finds two striped Easter eggs hidden in the grass."		
Girl finding box of eggs in sandbox, boy finding jellybeans on slide	5a. In the sandbox, Marsha sees a box of chocolate eggs. b. On the slide, David sees a nest of jellybeans. c. (POINT TO b) Now you say it.		

**PROGRAM** LANGUAGE MODELING 8-1, 8-2: EASTER TIME (4-08-2b, 4-08-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Girl listening to noise behind tree, boy listening to noise near playhouse</p>	<p>6a. Marsha hears a noise behind the tree.  b. David hears a noise inside the playhouse.  c. (POINT TO b) You say it.</p>	
<p>Girl finding chick in box behind tree, boy finding rabbit in cage in playhouse</p>	<p>7a. Behind the tree, Marsha finds a real baby chick.  b. Inside the playhouse, David finds a real baby rabbit.  c. (POINT) You say it.</p>	
<p>Girl calling boy to look at her basket, boy nearby calling to girl</p>	<p>8a. Marsha calls, "David, David, look at all my things!"  b. David calls, "Marsha, Marsha, look at all my things!"  c. (POINT TO b)</p>	
<p>Girl holding chick, showing boy candies in her basket; boy holding rabbit, showing girl candies in his basket</p>	<p>9a. Marsha said, "I found a chocolate rabbit, eggs, and a baby chick."  b. David said, "I found a candy egg, jellybeans, and a baby rabbit."  c. (POINT)</p>	
	(PUT MATERIALS AWAY)	

**PROGRAM** LANGUAGE MODELING 8-3: EASTER TIME (4-08-4b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
(SAME AS 4-08-2b)	<p>(HOLD UP BOOKLET) Today I will ask you some questions about David and Marsha.</p> <p>1a. What did Marsha's mother give her?</p> <p>b. What did David's mother give him?</p> <p>2a. What does Marsha do near the school?</p> <p>b. What does David do at the playground?</p> <p>3a. Where does Marsha find a chocolate rabbit?</p> <p>b. Where does David find a candy egg?</p> <p>4a. What does she find behind the bench?</p> <p>b. What does he find in the grass?</p>		<p>Marsha's mother gave her an Easter basket.</p> <p>David's mother gave him an Easter basket.</p> <p>Near the school, Marsha says hello to her friends.</p> <p>At the playground, David says hello to his friends.</p> <p>Marsha looks under a bush and finds a chocolate rabbit.</p> <p>David looks in a tree and finds a candy egg.</p> <p>Marsha finds three spotted Easter eggs hidden behind a bench.</p> <p>David finds two striped eggs hidden in the grass.</p>

**PROGRAM** LANGUAGE MODELING 8-3: EASTER TIME (4-08-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>5a. Where does Marsha see a box of chocolate eggs?</p> <p>b. Where does David see a nest of jellybeans?</p> <p>6a. Does Marsha hear a noise in the playhouse?</p> <p>b. Does David hear a noise behind the tree?</p> <p>7a. Where does she find a real baby chick?</p> <p>b. Where does he find a real baby rabbit?</p> <p>8. (OMIT)</p> <p>9a. What did Marsha say?</p> <p>b. What did David say?</p> <p>(PUT MATERIALS AWAY)</p>	<p>In the sandbox, Marsha sees a box of chocolate eggs.</p> <p>On the slide, David sees a nest of jellybeans.</p> <p>No, Marsha hears a noise behind the tree.</p> <p>No, David hears a noise inside the playhouse.</p> <p>Behind the tree, Marsha finds a real baby chick.</p> <p>Inside the playhouse, David finds a real baby rabbit.</p> <p>Marsha said, "I found a chocolate rabbit, some Easter eggs, and a baby chick.</p> <p>David said, "I found a candy egg, some jellybeans and a baby rabbit.</p>

**PROGRAM** LANGUAGE MODELING 9-1, 9-2: CHILDREN'S ZOO (4-13-3b, 4-13-4b)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Teacher and friends watching girl pat bear, teacher and friends watching boy pat zebra	(HOLD UP BOOKLET) This is an exciting day. The teacher has taken the whole class to the children's zoo. At the children's zoo, all the animals are babies.  1a. Marsha says, "Look, teacher! Look at the baby bear." b. David says, "Look, teacher! Look at the baby zebra." c. Let's say it together. "Look, teacher! Look at the baby zebra." d. Now you say it.		
Girl on bridge looking down at hippo in pond, boy looking up at parrot flying to tree	2a. Marsha watches a hippopotamus sitting in the water. b. David sees a parrot flying in the air. c. Let's say it together. "David sees a parrot flying in the air." d. Now you say it.		
Girl holding lamb and giving it bottle, boy patting donkey and giving it hay	3a. Marsha holds a baby lamb and gives it milk. b. David pets a baby donkey and feeds it hay. c. Let's say it together. "David pets a baby donkey and feeds it hay." d. Now you say it.		
Striped tiger sleeping under shade tree, spotted snake crawling on sunny rock	4a. The striped tiger sleeps under a shady tree. b. The spotted snake crawls on a sunny rock. c. Let's say it together. "The spotted snake crawls on a sunny rock." d. Now you say it.		

**PROGRAM** LANGUAGE MODELING 9-1, 9-2: CHILDREN'S ZOO (4-13-3b, 4-13-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Girl reaching to pet giraffe, boy bending down to pet penguin</p>	<p>5a. Marsha reaches up to pat a tall thin giraffe.  b. David bends down to pat a short fat penguin.  c. Let's say it together. "David bends down to pat a short, fat penguin."  d. Now you say it.</p>	
<p>Monkey grabbing girl's hair ribbon as she gives it banana, elephant taking boy's cap as he feeds it peanuts</p>	<p>6a. While Marsha gives a banana to the monkey, it takes her ribbon.  b. While David feeds peanuts to the elephant, it takes David's hat.  c. Let's say it together. "While David feeds peanuts to the elephant, it takes David's hat."  d. Now you say it.</p>	
<p>Elephant using trunk to put boy's hat on girl, monkey putting ribbon in boy's hand</p>	<p>7a. The elephant puts David's hat on Marsha's head.  b. The monkey puts Marsha's ribbon in David's hand.  c. Let's say it together. "The monkey puts Marsha's ribbon in David's hand."  d. Now you say it.</p>	
	<p>The teacher calls all the children. It is time to go back to school.</p>	
	<p>(PUT MATERIALS AWAY)</p>	

**PROGRAM** LANGUAGE MODELING 9-3: CHILDREN'S ZOO (4-14-14)

<b>MATERIALS:</b> Teacher Booklet Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and elicits choral responding.	<b>OBJECTIVE(S):</b>	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
(SAME AS 4-13-3b)	<p>(HOLD UP BOOKLET) Today I will ask you some questions about David and Marsha. Listen carefully.</p> <p>1a. What does Marsha say?</p> <p>b. What does David say?</p> <p>2a. What does she watch?</p> <p>b. What did David see?</p> <p>3a. Tell me about Marsha.</p> <p>b. Tell me about him.</p> <p>4a. Tell me about the striped tiger.</p> <p>b. Tell me about the spotted snake.</p>		<p>Marsha says, "Look, teacher! Look at the baby bear."</p> <p>David says, "Look, teacher! Look at the baby zebra."</p> <p>Marsha watches a hippopotamus sitting in the water.</p> <p>David saw a parrot flying in the air.</p> <p>Marsha holds a baby lamb and gives it milk.</p> <p>He pets a baby donkey and feeds it hay.</p> <p>The striped tiger sleeps under a shady tree.</p> <p>The spotted snake crawls on a sunny rock.</p>

**PROGRAM** LANGUAGE MODELING 9-3: CHILDREN'S ZOO (4-14-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>5a. Why does Marsha reach up?</p> <p>b. Why does he bend down?</p> <p>6a. Tell me what happens while Marsha gives the monkey a banana.</p> <p>b. Tell me about David and the elephant.</p> <p>7a. What does the elephant do with David's hat?</p> <p>b. What does the monkey do with Marsha's ribbon?</p> <p>The teacher calls the children. It's time to go back to school.</p> <p>(PUT MATERIALS AWAY)</p>	<p>Marsha reaches up to pat a tall thin giraffe.</p> <p>David bends down to pat a short fat penguin.</p> <p>While Marsha gives a banana to the monkey, it takes her ribbon.</p> <p>While David feeds peanuts to the elephant, it takes David's hat.</p> <p>The elephant puts David's hat on Marsha's head.</p> <p>The monkey puts Marsha's ribbon in David's hand.</p>



## PROGRAM MATRIX 1 (3-02-3b)

MATERIALS: Student Booklets Marking Pens Tape	GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.	OBJECTIVE(S): Identify "matrix" and "cell." Respond to first, second, and third cell by marking appropriate picture in booklet.	VOCABULARY: matrix cell first second third
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
2 x 2 matrix	(HAND OUT BOOKLETS) Here is a book for each of you. Turn to the first page. 1a. (POINT) This is called a matrix. What is it called? A matrix is a kind of a puzzle.		It is a matrix.
1 x 3 matrix 3 x 3 matrix	b. (POINT) Here is another matrix. What is it? c. (POINT) And this is a matrix. What is it? (HAND OUT MARKING PENS)		A matrix. A matrix.
Matress, matrix, boy 2-cell matrix	2. Mark the matrix. 3a. A matrix is made of cells. (POINT) Say, "cell" b. This matrix has two cells. Let's count the cells. (POINT) 1-2. How many cells are in this matrix?		Cell There are two cells in this matrix.
2-cell matrix 3-cell matrix 3-cell matrix 2-cell matrix Cat, bird	4. Mark the matrix that has two cells. 5. Mark the matrix that has three cells. 6a. The cat is in the first cell. Where is the cat? b. Mark the first cell.		The cat is in the first cell.

PROGRAM MATRIX 1 (3-02-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Tree, shoe	7. Look at the matrix. Mark the first cell.	The first cell has a tree in it.
Girl, bird, book	8a. Look at this matrix. There is a bird in the second cell. Where is the bird? b. Mark the second cell.	
Key, car hat, ring	9. Mark the matrix that has a car in the second cell.	The bird is in the second cell.
Phone, coat, Coat, car	10. Mark the matrix that has a coat in the first cell.	
Key, ring Chair, baby	11. Mark the matrix that has a baby in the second cell.	
Shirt, pie, chair	12a. This matrix has a chair in the third cell. Where is the chair? b. Mark the third cell.	
Girl, window, shoe Hat, cake, horn	13. Mark the matrix that has a shoe in the third cell.	
Truck, man, top Man, bike, grapes	14. Mark the matrix that has a man in the second cell.	
Doll, table, boy Table, horse, book	15. Mark the matrix that has a table in the first cell.	
Tent, skate, sock Phone, sock, flower	16. Mark the matrix that has a sock in the third cell.	
	Give me your booklets and your pens.	The chair is in the third cell.
	(PUT MATERIALS AWAY)	

PROGRAM MATRIX 2 (3-03-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
3-cell Matrix Board Matrix cards	Teacher demonstrates and supervises card placement on matrix board	Respond to first, second, and third cell by placing appropriate picture in matrix cell.	matrix cell first second third
VISUAL	AUDITORY (TEACHER COMMENTARY)		
Fish Lamp Dog	<p>(HOLD UP MATRIX BOARD)</p> <p>1 Today we are going to play some games with the matrix puzzle. We are going to put some pictures in the matrix. Watch me and I will show you what to do (PLACE MATRIX CARD UNDER PAPER CLIP IN APPROPRIATE CELL)</p> <p>I am going to put a fish in the first cell Now I am going to put a lamp in the second cell A dog goes in the third cell</p> <p>2a Tell me, what is in the second cell?</p> <p>b What is in the third cell?</p> <p>c What is in the first cell?</p> <p>3. (HAND OUT MATRIX BOARD AND CARDS) Now here is a matrix board for each of you. The pictures to go in it are in the envelope on the back of the board. Take out the pictures and put them on the table in front of you.</p> <p>a. Put the fish in the second cell. b. Put the lamp in the third cell. c. Put the dog in the first cell. (HELP CHILDREN AS NEEDED) d. Now let's take the pictures out of the matrix</p>		
			There is a lamp in the second cell There is a dog in the third cell There is a fish in the first cell

PROGRAM MATRIX 2 (3-03-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>4a. This time we'll put them in a different cell. Put the fish in the third cell.</p> <p>b. Put the lamp in the first cell.</p> <p>c. Put the dog in the second cell.</p> <p>5a. Take the picture from the first cell. What is it?</p> <p>b. Take the picture from the third cell. What is it?</p> <p>c. Take the picture from the second cell. What is it?</p> <p>d. Now put all the pictures in the envelope and give the board back to me. Thank you.</p> <p>(PUT MATERIALS AWAY)</p>	<p>It is a lamp.</p> <p>It is a fish.</p> <p>It is a dog.</p>

PROGRAM MATRIX 3 (3-03-3a)

MATERIALS: Student Booklets Marking pens Tape	GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.	OBJECTIVE(S): Select objects which go together on the basis of color or pattern by marking appropriate picture in booklet.	VOCABULARY: pattern checked dotted striped splotch of color
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>Blue Red, <u>blue</u></p> <p>Dots Stripes, <u>dots</u></p> <p>Yellow <u>Yellow</u>, blue</p> <p>Stripes Checks, <u>stripes</u></p> <p>Orange <u>Orange</u>, blue</p> <p>Checks Dots, <u>checks</u></p>	<p>(HAND OUT BOOKLETS AND MARKING PENS) Here is a booklet for you. Open to the first page. We are going to mark some pictures that go together.</p> <p>1a. (POINT TO TOP COLOR) Look at the splotch of color on the top of your page. It is blue. What color is it?</p> <p>b. (POINT TO BOTTOM COLORS) Look down at the bottom of the page. Find another blue splotch. Mark it.</p> <p>2a. (POINT TO TOP) Look at the dots at the top of the page. The dots make a pattern. Say pattern.</p> <p>b. (POINT TO BOTTOM) Look down here. Find another pattern with dots in it. Mark it.</p> <p>3. Look at the splotch of color on top. The splotch is yellow. Find another yellow splotch. Mark it.</p> <p>4. Look at the pattern on top. The pattern is striped. Find the pattern that goes with it. Mark it.</p> <p>5. Look at the color on top. Find the splotch that goes with it. Mark it.</p> <p>6. Look at the pattern. Find the one that goes with it. Mark it.</p>		<p>Blue goes with blue.</p> <p>Pattern.</p> <p>Dots go with dots.</p> <p>Yellow goes with yellow.</p> <p>Stripes go with stripes.</p> <p>Orange goes with orange.</p> <p>Checks go with checks.</p>

**PROGRAM** MATRIX 3 (3-03-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Green Blue hat, <u>green hat</u>	7. Look at the color. Find the picture that is the same color. Mark it.	The green hat goes with the green splotch.
Checks Striped purse, <u>checked purse</u>	8. Look at the pattern. Find the picture that goes with the pattern. Mark it.	The checked purse goes with the checked pattern.
Red <u>Red book</u> , blue book	9. Look at the color. Find the picture that is the same color. Mark it.	
Dots <u>Dotted curtains</u> , checked curtains	10. Look at the pattern. Find the picture that goes with it. Mark it.	
Blue <u>Blue car</u> , green car	11. Look at the color. Find the picture that goes with it. Mark it.	
Stripes <u>Dotted sock</u> , <u>striped sock</u>	12. Look at the pattern. Find the picture that goes with it. Mark it.	
(PUT MATERIALS AWAY)		

## PROGRAM MATRIX 4 (3-04-3a)

MATERIALS: Matrix Boards Matrix pictures	GENERAL PROCEDURE: Teacher reads written commentary, demonstrates, and supervises card placement on matrix board.	OBJECTIVE(S): Identify "row" and "clue." Place appropriate picture in matrix cell as indicated by row clue.	VOCABULARY: clue row envelope matrix				
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION				
<p>yellow spotch</p> <table border="1" data-bbox="814 1981 894 2286"><tr><td></td><td></td><td></td><td></td></tr></table> <p>Yellow dress, blue dress, yellow ball, blue ball, yellow chair, blue bird</p>					<p>(HAND OUT MATRIX BOARDS) Here is a matrix for each of you.</p> <p>1a. (RUN FINGER ACROSS ROW) This matrix has a row of cells. Say "row."</p> <p>b. This row has three cells. Let's count them. (POINT TO EACH) 1-2-3.</p> <p>c. Point to the first cell in the row.</p> <p>d. Point to the third cell in the row.</p> <p>e. Point to the second cell in the row.</p> <p>2. Now we're going to find the pictures that go in the row of cells. Turn your matrix over, take the pictures out of the white envelope and put them in front of you.</p> <p>3a. Some of the pictures belong in the matrix. Some of them do not belong. (POINT TO YELLOW SPLOTCH) This splotch of color is a clue. Say "clue."</p> <p>b. What do we call the splotch of color?</p> <p>c. (POINT TO CLUE) The clue tells us that a picture with yellow in it goes in every cell in that row. What color does every picture in the row have in it?</p> <p>4. Now look at your pictures. Find a picture with yellow in it and put it in the first cell.</p> <p>5a. What color will the picture in the second cell have in it?</p> <p>b. The clue tells us a picture with yellow in it goes in every cell in this row. Put a picture in the second cell.</p>		<p>This is a row of cells.</p>
			<p>Clue. It is a clue. Every picture in the row has yellow in it.  (CHECK)  Yellow.</p>				

PROGRAM MATRIX 4 (3-04-3a)	
VISUAL	AUDITORY (TEACHER COMMENTARY)
<div>blue spotch</div> <div><div></div><div></div><div></div></div> <div>Blue lamp, yellow bird, blue chair, yellow hat, blue hat, yellow lamp</div>	<div>6a. What color will be in the picture in the third cell?</div> <div>b. Put a picture in the third cell.</div> <div>7. Now take all the pictures out of the matrix and put them back in the white envelope.</div> <div>8a. (PLACE BLUE SPLOTCH IN CLUE POSITION) Here is another matrix for you. How many cells are in the row.</div> <div>b. Point to the clue that tells us what color every picture in the row will have in it.</div> <div>c. What color will the pictures in the row have in them.</div> <div>9a. Take the pictures out of the yellow envelope on the back of your matrix. Put them in front of you.</div> <div>b. Look at the clue. The clue tells us to look for a picture with blue in it. Find a picture that goes in the first cell. Put it in the matrix.</div> <div>10. Look at the clue. The clue tells us what to look for. Find a picture that goes in the second cell. Put it in the matrix.</div> <div>11. Look at the clue. Now look at the third cell. Find a picture that goes in the third cell. Put it in the matrix.</div> <div>12. Put the pictures back in the yellow envelope. Give the matrix to me.</div> <div>(PUT MATERIALS AWAY)</div>
	<div>Yellow.</div> <div>There are three cells in this row.</div> <div>(CHECK) Every picture in the row will have blue in it.</div> <div>(CHECK)</div> <div>(CHECK)</div> <div>(CHECK)</div>



<div><b>MATERIALS:</b> Student Booklets Marking pens Tape</div>	<div><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.</div>	<div><b>OBJECTIVE(S):</b> Select missing row clue or cell picture in marking booklet.</div>	<div><b>VOCABULARY:</b> matrix empty cell clue pattern</div>
<div><b>VISUAL</b>  <div><div>checked pattern</div><div>checked dress</div></div> <u>Dotted umbrella, checked umbrella</u></div>	<div><b>AUDITORY (TEACHER)</b>  <b>(HAND OUT BOOKLETS AND MARKING BOOKLETS)</b> Today we're going to mark some pictures that go in a matrix.  1a. One of the cells in the row is empty. Point to the empty cell.  b. The clue will tell us what picture goes in the empty cell. Point to the clue.  c. Is the picture in the first cell checked?  d. Do you think a checked picture goes in the empty cell?  e. Look at the pictures under the matrix. One of the pictures goes in the empty cell. The clue tells us which picture goes in the empty cell. Mark the picture that goes in the empty cell.  2a. Point to the empty cell. Now look at the clue. The clue tells us a dotted picture goes in every cell in the row.  b. (POINT) Look at the two pictures below the matrix. Mark the picture that goes in the empty cell.</div>		
<div><div><div>dotted pattern</div><div>dotted chair</div></div> <u>Dotted hat, striped hat</u></div>	<div><b>CONFIRMATION</b>  The clue is a checked pattern. The clue tells us a checked picture goes in every cell in the row. Yes. Yes, the clue tells us a checked picture goes in every cell in the row.  The clue tells us a dotted picture goes in every cell in the row.</div>		

**PROGRAM**      **MATRIX 5**      (3-04-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<div> <div>stripes</div> <div> <div>stripe</div> <div>tie</div> </div> <div> <div>stripe</div> <div>bowl</div> </div> </div> <div>Striped skirt, dotted skirt</div>	<div>3a. Point to the empty cell.</div> <div>b. Look at the clue. Mark the picture that goes in the empty cell.</div>	<div>The clue tells us a striped picture goes in every cell in the row.</div>
<div> <div>dots</div> <div> <div>dotted</div> <div>dog</div> </div> <div> <div>dotted</div> <div>purse</div> </div> </div> <div>Striped curtain, checked curtain, dotted curtain</div>	<div>4a. Point to the empty cell.</div> <div>b. Look at the clue. Mark the picture that goes in the empty cell.</div>	
<div> <div>checks</div> <div> <div>check</div> <div>book</div> </div> <div> <div>check</div> <div>pillow</div> </div> </div> <div>Striped shirt, checked shirt, dotted shirt</div>	<div>5. Mark the picture that goes in the empty cell.</div>	
<div> <div>stripes</div> <div> <div>stripe</div> <div>cloth</div> </div> <div> <div>stripe</div> <div>zebra</div> </div> </div> <div>Striped sock, checked sock, dotted sock</div>	<div>6. Mark the picture that goes in the empty cell.</div>	
<div> <div>dotted</div> <div> <div>dotted</div> <div>dress</div> </div> <div> <div>dotted</div> <div>vase</div> </div> </div> <div>Checked pattern, dotted pattern</div>	<div>7a. This matrix is different. The clue is missing from the matrix. Point to the place where the clue should be. We can tell what the clue is by looking at the pictures in that row. The dress in the first cell has a dotted pattern. The vase in the second cell has a dotted pattern. The clue is the dotted pattern.</div> <div>b. Look at the patterns below the matrix. Mark the pattern that tells us the clue.</div>	

PROGRAM MATRIX 5 (3-04-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<div> <div>checkedchecked</div> <div>chaircurtain</div> </div> <p>Dotted pattern, <u>checked</u> pattern, <u>striped</u> pattern</p>	8. The clue is missing. Look at the pattern in the first cell. Look at the pattern in the second cell. The clue is the pattern. Look at the patterns below the matrix. Mark the pattern that tells us the clue.	
<div> <div>stripepole</div> <div>stripecat</div> <div>stripeshirt</div> </div> <p><u>Stripes</u>, dots, checks</p>	9. Look at the pattern in every cell. Mark the pattern that tells us the clue.	
<div> <div>checkcircle</div> <div>checktriangle</div> <div>checksquare</div> </div> <p>Dots, <u>stripes</u>, <u>checks</u></p>	10. Mark the clue pattern.	
<div> <div>dottedcoat</div> <div>dottedbird</div> </div> <p><u>Stripes</u>, dots, <u>checks</u></p>	11. Mark the clue.	
<div> <div>stripetriangle</div> <div>stripeclock</div> <div>stripescup</div> </div> <p><u>Stripes</u>, dots, checks</p>	12. Mark the clue.	
(PUT MATERIALS AWAY)		

PROGRAM MATRIX 6 (3-05-2b)			
<b>MATERIALS:</b> Matrix Boards Matrix pictures		<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates, and supervises card placement on matrix board.	
<b>OBJECTIVE(S):</b> Identify "column" clue. Place appropriate picture in matrix cell as indicated by row and column clues.		<b>VOCABULARY:</b> clue row column	
<b>VISUAL</b>		<b>AUDITORY (TEACHER COMMENTARY)</b>	
<div>red spotch</div> <div>fish</div> <div>umbrella</div>		<p>(HAND OUT MATRIX BOARDS AND PICTURES FOR MATRIX #1) Here is a matrix for you. It is a different kind of matrix. It has more than one clue.</p> <p>1a. (POINT TO RED SPLOTCH) First let's look at this clue. What does this clue tell us?</p> <p>b. (POINT TO FISH) Next we look at this clue. What is the clue?</p> <p>c. (POINT TO ROW AND COLUMN #1 CLUES) This clue and this clue tell us what picture goes in the first cell. What picture goes in the first cell?</p> <p>d. (POINT) This clue and this clue tell us a red fish goes in the first cell.</p> <p>e. (POINT TO SECOND CELL) When we look at the clues we know what picture goes in the second cell.</p> <p>f. (POINT TO ROW CLUE) Look at this clue first. What does it tell us?</p> <p>g. (POINT TO UMBRELLA) Now look at this clue. What is this clue?</p> <p>h. (POINT TO SECOND CELL) Tell me, what belongs in the second cell?</p> <p>i. (POINT TO ROW CLUE) Look at this clue first. (POINT TO FISH) Now look at this clue. Put the picture in the first cell.</p>	
		<p>The clue tells us that every picture in the row is red.</p> <p>The clue is a fish.</p> <p>A red fish.</p> <p>All the pictures in the row are red.</p> <p>An umbrella. A red umbrella belongs in the second cell.</p> <p>A red fish goes in the first cell.</p>	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>red umbrella</p> <div data-bbox="685 2052 794 2437"> <div>yellow splotch</div> <div>duck</div> <div>pail</div> </div>	<p>j. (POINT TO ROW CLUE) Look at this clue first. (POINT TO UMBRELLA) Now look at this clue. Put the picture in the second cell.</p> <p>k. Now take out <u>all</u> the pictures from the matrix and put them into the white envelope on the back of your matrix.</p> <p>(HAND OUT YELLOW SPLOTCH, DUCK, PAIL)</p> <p>2a. Let's do another matrix. Here are the clue pictures. The yellow is the row clue. (POINT) Put it in here.</p> <p>b. The duck is the first column clue. (POINT) Put it in here.</p> <p>c. The pail is the second column clue. (POINT) Put it in here.</p> <p>d. Turn your matrix over and take out the pictures from the yellow envelope. Put all the pictures in front of you. (POINT TO ALL CLUE PICTURES) Look at all the clues. Now find the pictures that go in the cells. Put them all in.</p> <p>e. (POINT TO FIRST CELL) Point to both clues we look at to find what belongs in the first cell. Which clue do we look at first? Point to it.</p> <p>f. Point to the clue we look at next.</p> <p>g. (POINT TO SECOND CELL) Point to the clues that tell us what picture goes in the second cell. Point to the clue we look at first.</p> <p>g. Point to the clue we look at next.</p> <p>(PUT MATERIALS AWAY)</p>	<p>A red umbrella goes in the second cell.</p> <p>(POINT) We look at the yellow row clue first.</p> <p>(POINT) We look at the column clue next.</p> <p>(POINT) We look at the row clue first.</p> <p>(POINT) We look at the column clue next.</p>

GENERAL PROCEDURE:		OBJECTIVE(S):	VOCABULARY:															
MATERIALS:																		
Teacher Booklet Student Booklets Pencils Tape		Review of Matrix 1-6)																
ADDITIONAL (TEACHER COMMENTARY)		CONFIRMATION																
VISUAL		(HOLD UP MARKED TEACHER BOOKLET FOR EACH PROBLEM)																
<div>1. <table><tr><td></td><td></td><td></td></tr></table></div> <div>2. <table><tr><td></td><td></td><td></td></tr></table></div> <div>3. <table><tr><td></td><td></td><td></td></tr></table></div> <div>4. <table><tr><td>dotted pattern</td><td>dotted dress</td><td>dotted dog</td></tr></table></div> <div>5. <table><tr><td>checked pattern</td><td>checked chair</td><td>checked shirt</td></tr></table></div>											dotted pattern	dotted dress	dotted dog	checked pattern	checked chair	checked shirt	1. Draw a line through the second cell of the matrix. 2. Draw a line through the first cell of the matrix. 3. Draw a line through the third cell of the matrix. 4. Draw a line through the clue. 5. Mark the picture that goes in the empty cell.	
dotted pattern	dotted dress	dotted dog																
checked pattern	checked chair	checked shirt																

PROGRAM MATRIX 7: REVIEW (3-06-2a)

AUDITORY (TEACHER COMMENTARY)	CONFIRMATION								
<p>6. Mark the picture that goes in the empty cell.</p> <table><tr><td>hat</td><td>sock</td></tr><tr><td>striped</td><td>striped</td></tr><tr><td>pattern</td><td>sock</td></tr></table> <p>striped      striped</p> <p>tablecloth      hat</p>	hat	sock	striped	striped	pattern	sock			
hat	sock								
striped	striped								
pattern	sock								
<p>7. Mark the row clue.</p> <table><tr><td>umbrella</td><td>book</td></tr><tr><td>checked</td><td>checked</td></tr><tr><td>pattern</td><td>umbrella</td></tr><tr><td></td><td>book</td></tr></table>	umbrella	book	checked	checked	pattern	umbrella		book	
umbrella	book								
checked	checked								
pattern	umbrella								
	book								
<p>(PUT MATERIALS AWAY)</p>									

**PROGRAM**      **MATRIX 8**      (3-07-1a)

MATERIALS:	CENTRAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:								
Matrix Boards Matrix pictures	Teacher demonstrates and supervises card placement on matrix board.	Place appropriate picture in matrix cell as indicated by row and column clues.	row clue column clue left, right, first, second, third								
VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION									
<div>cake   ball   engine</div> <table><tr><td>red spot lotch</td><td></td><td></td><td></td></tr><tr><td>yellow spot lotch</td><td></td><td></td><td></td></tr></table>	red spot lotch				yellow spot lotch				<p>(HAND OUT MATRIX BOARDS AND PICTURES) Here is a matrix for each of you.</p> <p>1. There are rows and columns in this matrix. (RUN FINGER ACROSS ROWS FROM LEFT TO RIGHT) Rows go across the page from left to right. Show me with your finger the rows on your matrix.</p> <p>2. (RUN FINGER DOWN COLUMNS FROM TOP TO BOTTOM) Columns go down the page from top to bottom. Show me with your finger the columns on your matrix.</p> <p>3. Show me the rows.</p> <p>4. Show me the columns. Turn your matrix board over and take the pictures out of the white envelope on the back. Put all the pictures in front of you.</p> <p>5a. (HOLD UP MATRIX) This matrix has two rows. (RUN FINGER ACROSS FIRST ROW) This is the first row. (RUN FINGER ACROSS SECOND ROW) This is the second row. Now you show me the first row. Say "first row." b. Show me the second row. Say "second row."</p> <p>6a. This matrix has three columns. (RUN FINGER DOWN FIRST COLUMN) This is the first column. You show me the first column. (AID IF NECESSARY) Say "first column."</p>	<p>(CHECK)</p> <p>(CHECK)</p> <p>(CHECK)</p> <p>(CHECK)</p>	
red spot lotch											
yellow spot lotch											



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>6b. (RUN FINGER DOWN SECOND COLUMN) This is the second column. You show me the second column. Say "second column."</p> <p>c. (RUN FINGER DOWN THIRD COLUMN) This is the third column. You show me the third column. Say "third column."</p> <p>7. (POINT TO CLUE FOR ROW ONE) Look at the color splotch at the left of the first row. (RUN FINGER ALONG ROW) We call it a row clue. Say "row clue."</p> <p>8. (POINT TO CLUE FOR ROW TWO, RUN FINGER ALONG SECOND ROW) This is the clue for the second row. What is it called?</p> <p>9. (POINT TO FIRST COLUMN CLUE, RUN FINGER DOWN COLUMN) Look at the cake at the top of the first column. We call it a column clue. What is the column clue for the first column?</p> <p>10. (POINT TO SECOND COLUMN CLUE) Look at the ball at the top of the second column. This is the clue for the second column. What is the column clue for the second column?</p> <p>11. (POINT TO THIRD COLUMN CLUE) The engine is the third column clue. What is the third column clue? Turn your matrix board over and take the pictures out of the white envelope on the back. Put all the pictures in front of you.</p> <p>12a. The row clues and the column clues tell us what pictures to put in the empty cells. (POINT TO ROW ONE EMPTY CELL) Here is an empty cell.</p> <p>b. (POINT TO ROW ONE CLUE) Look at the row clue. It is red.</p>	<p>Row clue.</p> <p>It is the row clue.</p> <p>The column clue for the first column is a cake.</p> <p>The column clue for the second column is a ball.</p> <p>The third column clue is the engine.</p>

Red cake

**Program**     **MATRIX 8**     (3-07-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Red ball	<p>12c. (POINT TO COLUMN ONE CLUE) Look at the column clue. It is a cake.</p> <p>d. Now you know which picture goes in the first empty cell. Hold it up. Put it in the matrix.</p> <p>13a. Now let's find the picture for the empty cell in the second column (POINT TO EMPTY CELL: ROW ONE, COLUMN TWO). Hold it up.</p> <p>b. Now put the red ball in the matrix.</p>	<p>The red cake goes in the empty cell.</p> <p>(CHECK)</p>
Red engine	<p>14a. Now find the picture for the empty cell in the third column. Hold it up.</p> <p>b. Now put the red engine in the matrix.</p>	(CHECK)
Yellow cake	<p>15. (POINT TO ROW TWO CLUE) What is the row clue for this row?</p>	Yellow is the row clue.
Yellow ball	<p>16a. Look at the second row clue and the first column clue. (POINT TO ROW TWO, COLUMN ONE) Hold up the picture that goes in this empty cell.</p> <p>b. Put the yellow cake in the matrix.</p>	(CHECK)
Yellow engine	<p>17a. (POINT TO ROW TWO, COLUMN TWO) Now you fill in this cell by yourself. Remember, first look at the row clue, then look at the column clue.</p> <p>b. What did you put in the empty cell?</p>	The yellow ball.
	<p>18. (POINT TO ROW TWO, COLUMN THREE) You fill in this cell.</p>	The yellow engine belongs here.
	<p>Now your matrix is all filled in. Take the pictures and put them in the envelopes on the back of your matrix board.</p>	
	<p>(PUT MATERIALS AWAY)</p>	

**PROGRAM**    **MATRIX 9**    (3-07-4a)

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Mark appropriate picture for blank matrix cell as indicated by row and column clues.	<b>VOCABULARY:</b> empty cell row clue column clue																																																
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>																																																
<div> <div> dotted pattern checked pattern </div> <div> dress    dotted hat    chair </div> <table border="1"> <tr><td>X</td><td></td><td></td><td>X</td></tr> <tr><td>X</td><td></td><td>X</td><td>X</td></tr> </table> <div> checked dress dotted hat </div> <div> dotted chair checked dress </div> <table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td>X</td><td>X</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> </div> <div> <div> checked pattern dotted pattern </div> <div> purse    dotted sock    dog </div> <table border="1"> <tr><td>X</td><td></td><td>X</td><td>X</td></tr> <tr><td>X</td><td></td><td>X</td><td></td></tr> </table> <div> dotted dog dotted sock </div> <div> dotted purse dotted sock </div> <table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td>X</td><td>X</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> </div> <div> <div> stripes checks striped bowl </div> <div> shirt bowl umbrella </div> <table border="1"> <tr><td>X</td><td></td><td>X</td><td>X</td></tr> <tr><td></td><td></td><td>X</td><td>X</td></tr> </table> <div> checked bowl checked umbrella checked shirt </div> </div>	X			X	X		X	X					X	X							X		X	X	X		X						X	X							X		X	X			X	X	<p>(HAND OUT BOOKLETS AND MARKING PENS) Now we are going to play the matrix game in our booklets.</p> <p>1a. Point to the empty cell.  b. What is the row clue for that cell?</p> <p>c. What is the column clue for that cell?  d. (POINT) Look at all the pictures under the matrix. Tell me about the picture that goes in the empty cell.  e. Mark it.</p> <p>2a. Point to the empty cell.  b. What is the row clue for that cell?</p> <p>c. What is the column clue for that cell?  d. Look at all the pictures under the matrix. Tell me about the picture that goes in the empty cell.  e. Mark it.</p> <p>3a. Point to the empty cell.  b. Look at the row clue for that cell.  c. Look at the column clue for that cell.  d. Tell me about the picture that goes in the empty cell.  e. Mark it.</p>		<p>The row clue is a checked pattern.  The column clue is a hat.</p> <p>The checked hat goes in the empty cell.</p> <p>The row clue is a dotted pattern.  The column clue is a dog.  The dotted dog goes in the empty cell.</p> <p>The checked shirt goes in the empty cell.</p>
X			X																																																
X		X	X																																																
X	X																																																		
X		X	X																																																
X		X																																																	
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X		X	X																																																
		X	X																																																

VISUAL		AUDITORY (TEACHER COMMENTARY)		CONFIRMATION																																			
<table><tr><td>round table</td><td>chair</td><td>square table</td></tr><tr><td></td><td>X</td><td>X</td></tr><tr><td>cup</td><td></td><td></td></tr><tr><td>glass</td><td>X</td><td>X</td></tr><tr><td>cup on glass</td><td>on cup</td><td>on</td></tr><tr><td>square chair</td><td>round</td><td>table</td></tr></table>	round table	chair	square table		X	X	cup			glass	X	X	cup on glass	on cup	on	square chair	round	table	<table><tr><td>square table</td><td>chair</td><td>round table</td></tr><tr><td>X</td><td>X</td><td>X</td></tr><tr><td>cup</td><td></td><td></td></tr><tr><td>glass</td><td>X</td><td>X</td></tr><tr><td>glass on glass</td><td>on cup</td><td>on</td></tr><tr><td>chair square</td><td>chair</td><td>table</td></tr></table>	square table	chair	round table	X	X	X	cup			glass	X	X	glass on glass	on cup	on	chair square	chair	table	<p>4a. Here is a matrix with different pictures. Point to the empty cell.</p> <p>b. What is the row clue for that cell?</p> <p>c. What is the column clue for that cell?</p> <p>d. Tell me about the picture that goes in the empty cell.</p> <p>e. Mark it.</p> <p>5a. Point to the empty cell.</p> <p>b. What is the row clue for that cell?</p> <p>c. What is the column clue for that cell?</p> <p>d. Tell me about the picture that goes in the empty cell.</p> <p>e. Mark it.</p> <p>6a. Point to the empty cell.</p> <p>b. Look at the row clue for that cell.</p> <p>c. Look at the column clue for that cell.</p> <p>d. Tell me about the picture that goes in the empty cell.</p> <p>e. Mark it.</p>	<p>The row clue is a cup. The column clue is a round table. The cup is on the round table.</p> <p>The row clue is a glass. The column clue is a chair. The glass is on the chair.</p> <p>The ball is on the round table.</p>
round table	chair	square table																																					
	X	X																																					
cup																																							
glass	X	X																																					
cup on glass	on cup	on																																					
square chair	round	table																																					
square table	chair	round table																																					
X	X	X																																					
cup																																							
glass	X	X																																					
glass on glass	on cup	on																																					
chair square	chair	table																																					

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION															
<table><tr><td></td><td>chair</td><td>round table</td><td>square table</td></tr><tr><td>ball</td><td>X</td><td>X</td><td></td></tr><tr><td>book</td><td>X</td><td>X</td><td>X</td></tr><tr><td>book on chair</td><td>ball on square table</td><td>book on square table</td><td></td></tr></table>		chair	round table	square table	ball	X	X		book	X	X	X	book on chair	ball on square table	book on square table		7a. Point to the empty cell. b. Look at the row clue and column clue for that cell. c. Mark the picture that goes in the empty cell.	The ball is on a square table.
	chair	round table	square table															
ball	X	X																
book	X	X	X															
book on chair	ball on square table	book on square table																
<table><tr><td></td><td>chair</td><td>dog</td><td>sock</td></tr><tr><td>dots</td><td>X</td><td></td><td>X</td></tr><tr><td>checks</td><td>X</td><td>X</td><td>X</td></tr><tr><td>checked chair</td><td>checked sock</td><td>dotted dog</td><td></td></tr></table>		chair	dog	sock	dots	X		X	checks	X	X	X	checked chair	checked sock	dotted dog		8a. Point to the empty cell. b. Look at the row clue and column clue for that cell. c. Mark the picture that goes in the empty cell.	It is a dotted dog.
	chair	dog	sock															
dots	X		X															
checks	X	X	X															
checked chair	checked sock	dotted dog																
<table><tr><td></td><td>chair</td><td>round table</td><td>square table</td></tr><tr><td>glass</td><td>X</td><td>X</td><td>X</td></tr><tr><td>cup</td><td>X</td><td>X</td><td></td></tr><tr><td>glass on square table</td><td>cup on chair</td><td>cup on square table</td><td></td></tr></table>		chair	round table	square table	glass	X	X	X	cup	X	X		glass on square table	cup on chair	cup on square table		9a. Mark the picture that goes in the empty cell.	The cup is on a square table.
	chair	round table	square table															
glass	X	X	X															
cup	X	X																
glass on square table	cup on chair	cup on square table																
<table><tr><td></td><td>shirt</td><td>chair</td><td>umbrella</td></tr><tr><td>stripes</td><td>X</td><td>X</td><td>X</td></tr><tr><td>checks</td><td>X</td><td></td><td>X</td></tr><tr><td>checked shirt</td><td>checked chair</td><td>striped umbrella</td><td></td></tr></table>		shirt	chair	umbrella	stripes	X	X	X	checks	X		X	checked shirt	checked chair	striped umbrella		10. Mark the picture that goes in the empty cell.	It is a checked chair.
	shirt	chair	umbrella															
stripes	X	X	X															
checks	X		X															
checked shirt	checked chair	striped umbrella																
(PUT MATERIALS AWAY)																		

(PUT MATERIALS AWAY)

PROGRAM MATRIX 10: REVIEW (3-08-2a)

<p><b>MATERIALS:</b> Matrix Board</p>	<p><b>GENERAL PROCEDURE:</b> Teacher reads written commentary and elicits choral responding.</p>	<p><b>OBJECTIVE(S):</b> Identify the first, second, third cell/row/column, the column clue and the row clue.</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>Matrix board</p>	<p>(HOLD UP MATRIX BOARD) Let's see how much we remember about the matrix.</p> <ol style="list-style-type: none"> <li>1. (POINT TO ROW ONE, FIRST CELL) This is the first cell. What cell is it?</li> <li>2. (POINT TO ROW ONE, SECOND CELL) This is the second cell. What cell is it?</li> <li>3. (POINT TO ROW ONE, THIRD CELL) This is the third cell. What cell is it?</li> <li>4. (POINT TO ROW ONE, SECOND CELL) What cell is this?</li> <li>5. (POINT TO ROW ONE, THIRD CELL) What cell is this?</li> <li>6. (POINT TO ROW ONE, FIRST CELL) What cell is this?</li> <li>7a. (RUN FINGER ACROSS FIRST ROW) This is the first row.</li> <li>b. (RUN FINGER ACROSS SECOND ROW) What is this?</li> <li>8a. (RUN FINGER DOWN FIRST COLUMN) This is the first column.</li> <li>b. (RUN FINGER DOWN THIRD COLUMN) What is this?</li> <li>9. (RUN FINGER DOWN SECOND COLUMN) What is this?</li> <li>10a. (POINT TO FIRST ROW CLUE) A row clue goes here.</li> <li>b. (POINT TO SECOND ROW CLUE) What goes here?</li> </ol>		<p>First.</p> <p>Second.</p> <p>Third.</p> <p>Second.</p> <p>Third.</p> <p>First.</p> <p>This is the second row.</p> <p>The third column.</p> <p>The second column.</p> <p>A row clue.</p>

PROGRAM MATRIX 10: REVIEW (3-08-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>11a. (POINT TO THIRD COLUMN CLUE) A column clue goes here.  b. (POINT TO FIRST COLUMN CLUE) What goes here?  12. (POINT TO SECOND COLUMN CLUE) What goes here?  13. (RUN FINGER ACROSS SECOND ROW) What is this?  14. (RUN FINGER DOWN FIRST COLUMN) What is this?  15. (RUN FINGER DOWN FIRST ROW) What row is this?  16. (RUN FINGER DOWN THIRD COLUMN) What column is this?  17. (POINT TO SECOND ROW CLUE) What goes here?  18. (POINT TO THIRD COLUMN CLUE) What goes here?</p>	<p>A column clue.  A column clue.  A row.  A column.  First.  Third.  A row clue.  A column clue.</p>

(PUT MATERIAL AWAY)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Matrix Boards Matrix pictures	Teacher demonstrates and supervises card placement on matrix board.	Identify row and column clues on matrix board; place pictures as indicated by clues.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION						
<div>balloonwagonskates</div> <table><tr><td>girl</td><td></td><td></td></tr><tr><td>boy</td><td></td><td></td></tr></table>	girl			boy			<p>(HAND OUT MATRIX BOARDS AND PICTURES) Here is a matrix board for each of you.</p> <p>1. There are two kinds of clues. (POINT) These are row clues. (POINT) These are column clues.</p> <p>a. Show me the row clues.</p> <p>b. Show me the column clues.</p> <p>c. Let's count the row clues together. (POINT) 1-2. How many row clues are there?</p> <p>d. Let's count the column clues together. (POINT) 1-2-3. How many column clues are there?</p> <p>Turn over your matrix boards and take the pictures out of the white envelope. Put them on the table in front of you.</p>	<p>Two.</p> <p>Three.</p>
girl								
boy								
Girl	<p>2a. What is the row clue for the first row?</p> <p>b. The row clue tells us that a girl belongs in every picture in the first row. Find the picture of the girl.</p> <p>c. Put the girl in every cell in the first row like this (DEMONSTRATE).</p>	A girl.						
Boy	<p>3a. What is the row clue for the second row?</p> <p>b. What does the row clue tell you?</p> <p>c. Put a boy in every cell across the second row.</p>	<p>A boy.</p> <p>A boy belongs in every cell in the second row.</p>						



VISUAL		AUDITORY (TEACHER COMMENTARY)		CONFIRMATION	
		Now turn over your matrix board and take the pictures out of the yellow envelope. Put them on the table in front of you.			
Balloon		4a. What is the column clue for the first column? b. What does the column clue tell you? c. Put a balloon in every cell down the first column.			A balloon. A balloon belongs in every cell in the first column.
Wagon		5a. What is the column clue for the second column? b. What does the column clue tell you? c. Find the wagons and put a wagon in every cell in the second column (DEMONSTRATE).			A wagon. A wagon belongs in every cell in the second column.
Skates		6a. Now we're ready to fill the last column. What is the column clue for the third column? b. What does the column clue tell you? c. Put skates in every cell down the third column.			A pair of skates. Skates belong in every cell in the third column.
		7a. What is the row clue for the second row? b. Take all the boys off your matrix.			A boy.
		8a. What is the row clue for the first row? b. Take all the girls off your matrix. Turn over your matrix boards. Put all the boy and girl pictures in the white envelope.			A girl.
		9a. What is in every cell in the third column? b. Take off all the skates in the third column.			Skates.
		10a. What is in every cell in the first column? b. Take off all the balloons in the first column.			A balloon.
		11a. What is in every cell in the second column? b. Take off all the wagons in the second column. Put all the column pictures in the yellow envelope. (PUT MATERIALS AWAY)			A wagon.

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Completed Matrix Boards Tape	Teacher presents taped commentary and elicits choral responding.	Select pictures as indicated by row and column clues, and remove them from completed matrix.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION									
<div>umbrella horse ladder</div> <table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <div>clown</div> <div>lady</div> <div>Clown</div> <div>Clown carrying umbrella</div> <div>Clown riding horse</div> <div>Clown climbing ladder</div> <div>Lady</div> <div>Lady carrying umbrella</div> <div>Lady riding horse</div> <div>Lady climbing ladder</div>										<p>(HAND OUT COMPLETED MATRIX BOARDS) Today we are going to do something new with the matrix. Here is a matrix that someone has already filled in. Let's check and see if the pictures are in the right places.</p> <p>1a. Point to the clue for the first row. The row clue tells us there must be a clown in every picture in the first row. Let's check and see if there is a clown in every picture.</p> <p>b. Point to the clown in the first picture in the first row.</p> <p>c. Point to the clown in the second picture in the first row.</p> <p>d. Point to the clown in the third picture in the first row.</p> <p>e. Is there a clown in every picture in the first row?</p> <p>f. What tells us there must be a clown in every picture in the first row?</p> <p>2a. Now let's check the second row. What is the clue for the second row?</p> <p>b. What must be in every picture in the second row?</p> <p>c. Point to the lady in every picture in the second row. Is there a lady in every picture in the second row?</p>	<p>The row clue is a clown.</p> <p>Yes.</p> <p>The row clue tells us what must be in every picture in the row.</p> <p>The row clue is a lady.</p> <p>The row clue tells us there must be a lady in every picture in the second row.</p> <p>Yes</p>



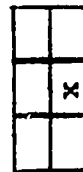
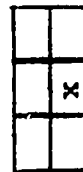


VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Umbrella	<p>3a. Now we are going to check the first column. What is the clue for the first column?</p> <p>b. What must be in every picture in the first column?</p> <p>c. Let's check. Point to the umbrella in every picture in the first column. Is there an umbrella in every picture in the first column?</p>	<p>The column clue is an umbrella. An umbrella.</p>
Horse	<p>4a. Let's check the second column. Look at the clue for the second column. What must there be in every picture in the second column?</p> <p>b. Is there a horse in every picture in the second column?</p>	<p>Yes. The column clue tells us there must be a horse in every picture in the second column. Yes.</p>
Ladder	<p>5a. Now we'll check the third column. What is the clue?</p> <p>b. Is there a ladder in every picture in the third column?</p> <p>Now we have checked all the pictures in the matrix and we know they are right.</p> <p>6a. Let's play a little game. I'm going to turn around and mix up some pictures in my matrix (TURN AROUND AND MOVE ANY TWO PICTURES).</p> <p>b. (HOLD UP) Check my matrix very carefully. Raise your hand when you find the pictures that are in the wrong cells.</p> <p>c. <u>A</u>, you point to the pictures that are in the wrong place.</p> <p>d. <u>B</u>, you put the pictures in the right places.</p> <p>(REPEAT, MOVING TWO DIFFERENT PICTURES)</p> <p>(PUT MATERIALS AWAY)</p>	<p>The clue for the third column is a ladder. Yes.</p>

<b>MATERIALS:</b> Matrix Boards Matrix Pictures Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates and supervises card placement on matrix board.	<b>OBJECTIVE(S):</b> (SAME AS MATRIX 8)	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<div data-bbox="735 1984 883 2455"> <div>umbrella</div> <div>horse</div> <div>ladder</div> </div> <div data-bbox="790 2363 883 2455"> <div>clown</div> <div>lady</div> </div> <div data-bbox="920 2363 948 2455">Clown</div> <div data-bbox="984 2376 1012 2455">Lady</div> <div data-bbox="1058 2310 1086 2455">Umbrella</div> <div data-bbox="1132 2363 1160 2455">Horse</div> <div data-bbox="1206 2350 1234 2455">Ladder</div> <div data-bbox="1289 2047 1317 2455">Clown carrying umbrella</div>	<p>(HAND OUT MATRIX BOARDS AND PICTURES) Today we're going to put some pictures in a matrix and tell what is happening in each picture. Take all of the pictures out of the envelope on the back of your matrix and put them in front of you.</p> <p>1a. Let's look at all the clues. Point to the first row clue.</p> <p>b. Point to the second row clue.</p> <p>c. Point to the first column clue.</p> <p>d. Point to the second column clue.</p> <p>e. Point to the third column clue.</p> <p>2a. (HOLD UP MATRIX, POINT TO FIRST EMPTY CELL IN ROW ONE) Let's find the picture for this cell. What is the row clue for this cell?</p> <p>b. What is the column clue for this cell?</p> <p>c. What does the picture that goes in this cell have to show?</p> <p>d. Look at your pictures. Find the picture that belongs. Hold it up.</p>		<p>The first row clue is a clown.</p> <p>The second row clue is a lady.</p> <p>The first column clue is an umbrella.</p> <p>The second column clue is a horse.</p> <p>The third column clue is a ladder.</p> <p>The row clue is a clown.</p> <p>The column clue is an umbrella.</p> <p>A clown and an umbrella.</p> <p>(CHECK)</p>

**PROGRAM**      **MATRIX 13**      **(3-11-2a)**

<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>
Clown riding horse	<p>2e. Tell me about this picture. f. Put it in the cell.</p> <p>3a. (HOLD UP MATRIX, POINT TO SECOND EMPTY CELL IN ROW ONE) What is the row clue for this cell? b. What is the column clue for this cell?</p> <p>c. What does the picture for this cell have to show? d. Look at all your pictures. Find the picture that belongs. Hold it up. e. Tell me about this picture. f. Put it in the cell.</p>	<p>The clown is carrying an umbrella.</p> <p>The row clue is a clown. The column clue is a horse.</p> <p>A clown and a horse.</p> <p>(CHECK) The clown is riding a horse.</p>
Clown climbing ladder	<p>4a. (HOLD UP MATRIX AND POINT TO THIRD EMPTY CELL IN ROW ONE) Look at the row clue and the column clue for this cell. What does the picture that goes in this cell have to show? b. Hold up the picture. c. Tell me about it. d. Put it in the cell.</p>	<p>A clown and a ladder.</p> <p>(CHECK) The clown is climbing a ladder.</p>
Lady carrying umbrella	<p>5a. (HOLD UP MATRIX, POINT TO FIRST EMPTY CELL IN ROW TWO) What is the row clue for this cell? b. What is the column clue for this cell?</p> <p>c. Hold up the picture that goes in the cell. d. Tell me about it. e. Put it in the matrix.</p>	<p>The row clue is a lady. The column clue is an umbrella.</p> <p>(CHECK) The lady is carrying an umbrella.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Lady riding horse</p>	<p>6a. (HOLD UP MATRIX, POINT TO SECOND EMPTY CELL IN ROW TWO)  Look at the row clue for this cell.  b. Look at the column clue for this cell.  c. Hold up the picture that goes in the cell.  d. Tell me about it  e. Put it in the matrix.</p>	<p>(CHECK)  The lady is riding a horse.</p>
<p>Lady climbing ladder</p>	<p>7a. Look at the row and column clues for the last empty cell.  b. Tell me about the picture that goes in the cell.  c. Put it in the matrix.  Now, take all of the pictures out of the matrix and put them in the envelope on the back.</p> <p>(PUT MATERIALS AWAY)</p>	<p>The lady is climbing a ladder.</p>

PROGRAM MATRIX 14 (3-11-4a)				
MATERIALS: Student Booklets Marking pens Tape		GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.	OBJECTIVE(S): Mark specified cell and select appropriate picture as indicated by row and column clues.	VOCABULARY:
VISUAL		AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Today we will do our matrix lesson booklets.		The green dot means you found the third cell in the first row.	
	1a. Find the first row. Run your finger across the first row.			
	b. Point to the <u>third cell</u> in the first row.			
	c. Mark the dot in that cell.			
	2a. Find the first row again and run your finger across it.			
	b. Now point to the <u>first cell</u> in the first row. Mark it.			
	3a. Find the second row and run your finger across it.			
	b. Point to the <u>second cell</u> in the second row. Mark it.			
	4a. Run your finger across the second row.			
	b. Point to the <u>third cell</u> in the second row. Mark it.			
	5a. Show me the first row.			
	b. Mark the <u>second cell</u> in the first row.			



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION												
<div data-bbox="425 2179 504 2355"> <table border="1"> <tr><td></td><td></td><td></td></tr> <tr><td>x</td><td></td><td></td></tr> </table> </div> <div data-bbox="539 2045 574 2374">ladder   tree   fence</div> <div data-bbox="574 2045 680 2374"> <table border="1"> <tr><td></td><td></td><td>x</td></tr> <tr><td></td><td></td><td></td></tr> </table> </div> <div data-bbox="583 2384 619 2463">bear</div> <div data-bbox="637 2384 672 2463">girl</div> <div data-bbox="693 1984 800 2463">Girl climbing ladder, bear climbing fence, bear climbing tree</div>				x					x				<p>6a. Show me the second row.</p> <p>b. Mark the <u>first cell</u> in the second row.</p> <p>7a. Now we are going to find the pictures that belong in the matrix cells. Mark the third cell in the first row.</p> <p>b. Let's find the picture that belongs in this cell. First, point to the row clue for that cell. What is it?</p> <p>c. Next, point to the column clue for that cell. What is it?</p> <p>d. Look at the pictures under the matrix. Mark the picture that goes in that cell.</p> <p>e. Tell me about the picture.</p>	<p>The row clue is a bear. The column clue is a fence.</p>
x														
		x												
<div data-bbox="909 2055 944 2384">ladder   tree   fence</div> <div data-bbox="944 2055 1049 2384"> <table border="1"> <tr><td></td><td></td><td></td></tr> <tr><td></td><td>x</td><td></td></tr> </table> </div> <div data-bbox="957 2384 992 2463">bear</div> <div data-bbox="1010 2384 1045 2463">girl</div> <div data-bbox="1066 2045 1173 2463">Girl climbing tree. bear climbing tree, girl climbing fence</div>					x		<p>8a. Let's find the picture that goes in the second cell in the second row. Mark the second cell in the second row.</p> <p>b. Now, point to the row clue for that cell. What is the row clue?</p> <p>c. Next, point to the column clue. What is the column clue?</p> <p>d. Mark the picture that goes in the matrix.</p> <p>e. Tell me about the picture.</p>	<p>The bear is climbing a fence.</p>						
	x													
<div data-bbox="1247 2063 1282 2392">ladder   tree   fence</div> <div data-bbox="1282 2063 1387 2392"> <table border="1"> <tr><td></td><td></td><td></td></tr> <tr><td>x</td><td></td><td></td></tr> </table> </div> <div data-bbox="1295 2392 1330 2471">bear</div> <div data-bbox="1349 2392 1384 2471">girl</div> <div data-bbox="1404 2031 1511 2471">Bear climbing fence, girl climbing ladder, bear climbing ladder</div>				x			<p>9a. Mark the first cell in the second row.</p> <p>b. Now, point to the row clue for that cell. What is the row clue?</p> <p>c. Next, point to the column clue. What is the column clue?</p> <p>d. Mark the picture that goes in the first cell in the second row.</p> <p>e. Tell me about the picture.</p>	<p>The row clue is a girl. The column clue is a tree.</p> <p>The girl is climbing a tree.</p> <p>The row clue is a girl. The column clue is a ladder.</p> <p>The girl is climbing a ladder.</p>						
x														



AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>10a. Mark the first cell in the first row. b. Now, look at the row clue. What is it? c. Next, look at the column clue. What is it? d. Mark the picture that goes in the first cell in the first row. e. Tell me about it.</p> <p>11a. Mark the second cell in the first row. b. Look at the row clue, then look at the column clue for that cell. c. Mark the picture that goes in the second cell in the first row. d. Tell me about it.</p> <p>12a. Mark the third cell in the second row. b. Look at the row clue and the column clue for that cell. c. Mark the picture that goes in the third cell in the second row. d. Tell me about it.</p> <p>(PUT MATERIALS AWAY)</p>	<p>The row clue is a bear. The column clue is a ladder.</p> <p>The bear is climbing a ladder.</p> <p>The bear is climbing a tree.</p> <p>The girl is climbing a fence.</p>

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Matrix Boards Matrix Pictures	Teacher reads written commentary, demonstrates, and supervises card placement on matrix board.	(SAME AS MATRIX 8)	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION												
<div>box   ball   lamp</div> <table><tr><td>man</td><td></td><td></td><td></td></tr><tr><td>lady</td><td></td><td></td><td></td></tr><tr><td>bear</td><td></td><td></td><td></td></tr></table> <div>Man carrying box</div> <div>Bear carrying box</div>	man				lady				bear				<p>(HAND OUT MATRIX BOARDS AND PICTURES) This is a big matrix. This matrix has three rows and three columns.</p> <p>1. (HOLD UP MATRIX, POINT TO FIRST ROW) This is the first row. Point to the first row on your matrix.</p> <p>2. (POINT TO SECOND ROW) This is the second row. Point to the second row on your matrix.</p> <p>3a. (POINT TO THIRD ROW) This is the third row. Point to the third row on your matrix.</p> <p>b. (POINT TO EACH ROW AND EACH COLUMN) This matrix has three rows and it has three columns.</p> <p>c. Now turn your matrix over and take all the pictures out of the envelope. Put the pictures in front of you.</p> <p>4a. Point to the first cell in row one.</p> <p>b. Look at the row clue and look at the column clue for that cell.</p> <p>c. Find the picture that goes in the cell. Put it in the matrix.</p> <p>d. The picture shows a man is carrying a box. Tell me, what does it show?</p> <p>5a. Point to the first cell in row three.</p> <p>b. Find the picture that goes in the cell and put it in the matrix.</p> <p>c. Tell me about this picture.</p>	<p>A man is carrying a box.</p> <p>A bear is carrying a box.</p>
man														
lady														
bear														

**PROGRAM** MATRIX 15 (3-13-3a)

<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>
Lady carrying ball	6a. Point to the second cell in row two. b. Put the picture in the cell. c. Tell me about the picture.	A lady is carrying a ball.
Man carrying lamp	7a. Point to the third cell in row one. b. Put the picture in the cell. c. Tell me about the picture.	A man is carrying a lamp.
Bear carrying lamp	8a. Point to the third cell in row three. b. Put the picture in the cell. c. Tell me about it.	The bear is carrying a lamp.
Lady carrying box	9a. Point to the first cell in row two. b. Put the picture in the cell. c. Tell me about it.	The lady is carrying a box.
Lady carrying lamp	10a. Point to the third cell in row two. b. Put the picture in the matrix. c. Tell me about the picture.	The lady is carrying a lamp.
Bear carrying ball	11a. Point to the second cell in row three. b. Put the picture in the matrix. c. Tell me about it.	The bear is carrying a ball.
Man carrying ball	12a. Point to the second cell in row one. b. Put the picture in the matrix. c. Tell me about it.	The man is carrying a ball.
(PUT MATERIALS AWAY)		

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> (SAME AS MATRIX 14)	<b>VOCABULARY:</b>																
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>																
<p>(MATRIX WITH X IN CELL CALLED FOR IN EACH ITEM)</p> <table border="1" data-bbox="846 1981 1044 2432"> <tr> <td></td><td>box</td><td>door</td><td>window</td></tr> <tr> <td>man</td><td></td><td></td><td></td></tr> <tr> <td>woman</td><td></td><td></td><td></td></tr> <tr> <td>boy</td><td></td><td></td><td></td></tr> </table> <p>Man closing box, woman closing door, woman closing window</p> <p>Boy closing box, man closing door, woman closing door</p> <p>Woman closing window, boy closing door, man closing window</p>		box	door	window	man				woman				boy				<p>(HAND OUT BOOKLETS AND MARKING PENS) Today we're going to mark matrix pictures in a booklet. First I will tell you what cell to mark. Then you will mark the picture that goes in the cell.</p> <p>1a. Point to the second cell in the second row.                      b. Mark the dot in that cell.                      c. Now look at the clues, then look at all the pictures at the bottom of the page.                      d. Mark the picture that goes in the cell.                      e. Tell me about the picture.</p> <p>2a. Point to the first cell in the third row.                      b. Mark the dot in that cell.                      c. Look at the clues. Now look at all the pictures at the bottom of the page.                      d. Mark the picture that goes in the cell.                      e. Tell me about it.</p> <p>3a. Mark the third cell in the first row.                      b. Look at the clues. Now look at all the pictures.                      c. Mark the picture that goes in the cell.                      d. Tell me about it.</p>		<p>(CHECK)</p> <p>The woman is closing a door.</p> <p>(CHECK)</p> <p>The boy is closing a box.</p> <p>(CHECK)</p> <p>The man is closing a window.</p>
	box	door	window																
man																			
woman																			
boy																			

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Man closing door, boy closing box, boy closing door	4a. Mark the second cell in the third row. b. Look at the clues. Find and mark the picture that goes in the cell. c. Tell me about it.	(CHECK) The boy is closing a door.
Boy closing window, man closing box, woman closing box	5a. Mark the first cell in the first row. b. Mark the picture that goes in the cell. c. Tell me about it.	(CHECK) The man is closing a box.
Boy closing window, boy closing box, man closing window	6a. Mark the third cell in the third row. b. Mark the picture that goes in the cell. c. Tell me about it.	(CHECK) The boy is closing a window.
Boy closing door, woman closing window, man closing window	7a. Mark the third cell in the second row. b. Mark the picture that goes in the cell.	(CHECK) The woman is closing a window.
Man closing door, woman closing box, woman closing door	8a. Mark the second cell in the first row. b. Mark the picture that goes in the cell.	(CHECK) The man is closing a door.
Boy closing box, woman closing door, woman closing box	9a. Mark the first cell in the second row. b. Mark the picture that goes in the cell.	(CHECK) The woman is closing a box.

(PUT MATERIALS AWAY)

## PROGRAM MATRIX 17

(4-01-4a)

MATERIALS:		GENERAL PROCEDURE:		OBJECTIVE(S):		VOCABULARY:																				
Matrix Boards Matrix pictures		Teacher reads written commentary and supervises card placement on matrix board.		Place appropriate row or column clue in clue position as indicated by completed cells.																						
VISUAL		AUDITORY (TEACHER COMMENTARY)				CONFIRMATION																				
<table><tr><td>boy on chair</td><td>boy on fence</td><td>boy on box</td></tr><tr><td>girl on chair</td><td>girl on fence</td><td>girl on box</td></tr><tr><td>dog on chair</td><td>dog on fence</td><td>dog on box</td></tr></table> <p>(ROW AND COLUMN CLUES:)</p> <table><tr><td>Boy</td><td>Chair</td></tr><tr><td>Girl</td><td>Fence</td></tr><tr><td>Dog</td><td>Box</td></tr><tr><td>Cat</td><td>House</td></tr><tr><td>Fish</td><td>Tree</td></tr></table>		boy on chair	boy on fence	boy on box	girl on chair	girl on fence	girl on box	dog on chair	dog on fence	dog on box	Boy	Chair	Girl	Fence	Dog	Box	Cat	House	Fish	Tree	<p>(HAND OUT MATRIX BOARDS AND PICTURES) Here is a matrix for each of you.</p> <p>A. Look at the matrix. What is missing?</p> <p>The clues for your matrix are in the yellow envelope on the back of your matrix. Take the clues out of the envelope and put them in front of you.</p> <p>1a. Run your finger across row one. Do you see a girl in every picture?</p> <p>b. What is the <u>same</u> in every cell in row one?</p> <p>c. A boy in every cell tells us the row clue is a boy. Find the boy and put it where it belongs.</p> <p>2a. Run your finger across the second row. What picture is the <u>same</u> in every cell in row two?</p> <p>b. What is the row clue?</p> <p>c. Find the girl and put it where it belongs.</p> <p>3a. Run your finger across the third row. What picture is in every cell in the third row?</p> <p>b. What is the row clue for the third row?</p> <p>c. Put in the clue for the third row.</p>				<p>(POINT) The clues are missing.</p> <p>No. There is a boy in every cell in row one. (CHECK)</p> <p>There is a girl in every picture in row two. The girl. (CHECK)</p> <p>A dog.</p> <p>A dog in every cell tells us the row clue is a dog. (CHECK)</p>	
boy on chair	boy on fence	boy on box																								
girl on chair	girl on fence	girl on box																								
dog on chair	dog on fence	dog on box																								
Boy	Chair																									
Girl	Fence																									
Dog	Box																									
Cat	House																									
Fish	Tree																									

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>4a. Run your finger down column one. Is there a fence in every cell in the first column?</p> <p>b. What is the same in every cell in the first column?</p> <p>c. Find the clue and put it in.</p> <p>5a. Run your finger down the second column. What is the clue for column two?</p> <p>b. Put in the clue for the second column.</p> <p>6a. Run your finger down the third column. Find the clue.</p> <p>b. Put in the clue for column three.</p> <p>(PUT MATERIALS AWAY)</p>	<p>No.</p> <p>A chair is in every cell in the first column. (CHECK)</p> <p>A fence in every cell tells us the column clue is a chair. (CHECK)</p> <p>(CHECK) A box in every cell tells us the column clue is a box.</p>



PROGRAM MATRIX 18 (4-02-2a)

GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.		OBJECTIVE(S): Mark appropriate row or column clue as indicated by completed cells.		VOCABULARY:										
MATERIALS: Student Booklets Marking pens Tape.		VISUAL		CONFIRMATION										
(MATRIX FOR PROBLEMS 1-6)		AUDITORY (TEACHER COMMENTARY)												
<table><tr><td>cat/ boy</td><td>cat/ lady</td><td>cat/ baby</td></tr><tr><td>dog/ boy</td><td>dog/ lady</td><td>dog/ baby</td></tr><tr><td>horse/ boy</td><td>horse/ lady</td><td>horse/ baby</td></tr></table> <p>Horse, boy, baby</p> <p>Cat, dog, boy</p> <p>Lady, baby, cat</p>		cat/ boy	cat/ lady	cat/ baby	dog/ boy	dog/ lady	dog/ baby	horse/ boy	horse/ lady	horse/ baby	(HAND OUT BOOKLETS AND MARKING-PENS) Today we are going to mark some clue pictures. (HOLD UP BOOKLET) Here is a matrix with all the cells filled. The clues are missing and we are going to find the row and column clues.			
cat/ boy	cat/ lady	cat/ baby												
dog/ boy	dog/ lady	dog/ baby												
horse/ boy	horse/ lady	horse/ baby												
		1a. Mark the clue space for the third row. b. Now look at all the pictures in row three. What picture is in every cell in row three? c. This tells us the clue picture must be a horse. Look at all of the pictures under the matrix. Name the clue. d. Mark the clue for row three.		A horse is in every cell in the third row.  A horse.										
		2a. Mark the clue space for column one. b. Look at all the pictures in column one. What picture is in every cell in the first column? c. This tells us the clue picture is a boy. Look at all the pictures under the matrix. Which one is the clue? d. Mark the clue for the first column.		A boy is in every cell in the first column.  The boy.										
		3a. Mark the clue space for the third column. b. What picture is in every cell in the third column? c. This tells us what the clue is. What is the clue? d. Mark the clue for the third column.		A baby is in every cell in the third column.  A baby.										



**PROGRAM**      **MATRIX 18**      **(4-02-2a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p><u>Cat</u>, dog, baby</p>	<p>4a. Mark the clue space for row one.  b. What picture is in every cell in the first row?  c. This tells us what the clue is. What is the clue picture for the first row?  d. Mark the clue for the first row.</p>	<p>A cat is in every cell in the first row.  A cat.</p>
<p><u>Dog</u>, boy, lady</p>	<p>5a. Mark the clue space for row two.  b. Look at all the pictures in the second row. What is the clue picture for the second row?  c. Mark the clue for the second row.</p>	<p>A dog.</p>
<p>Horse, lady, dog</p>	<p>6a. Mark the clue space for the second column.  b. Look at all the pictures in the second column.  c. Mark the clue for the second column.</p> <p>(PUT MATERIALS AWAY)</p>	

PROGRAM NUMERALS 1: REVIEW 1-2-3-4-5 (3-01-2b)

<p><b>MATERIALS:</b> Student Booklets Marking pens Numeral cards Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher holds up cards and elicits choral responding; presents taped commentary and supervises booklet marking.</p>	<p><b>OBJECTIVE(S):</b> Select and name numerals 1-5.-</p>	<p><b>VOCABULARY:</b> one two three four five</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>	<p><b>CONFIRMATION</b></p>	
<p>1 2 3 4 5  3 4 2 5 1</p>	<p>A. Let's see how well we can remember our numerals. (HOLD UP) This is numeral 1. Say one. This is numeral 2. Say two. This is numeral 3. Say three. This is numeral 4. Say four. This is numeral 5. Say five.  B. Now you tell me. What numeral is this? What numeral is this? What numeral is this? What numeral is this?  C. (HAND OUT CARDS) Here are your numerals. Show me your two. Show me your five. Show me your one. Show me your four. Show me your three.  D. Give me your five. Give me your three. Give me your one. Give me your four. Give me your two.</p>	<p>One. Two. Three. Four. Five.  Three. Four. Two. Five. One.</p>	

PROGRAM NUMERALS 1: REVIEW 1-2-3-4-5 (3-01-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>1. (HAND OUT BOOKLETS AND PENS) When I say the numeral you find it on your page and mark it. Find the one and mark it.</p> <p>2. Find the three and mark it.</p> <p>3. Mark the five.</p> <p>4. Mark the two.</p> <p>5. Mark the four.</p> <p>6. Mark the five.</p> <p>7. Mark the one.</p> <p>8. Mark the two.</p> <p>9. Mark the four.</p> <p>10. Mark the three.</p> <p>(PUT MATERIALS AWAY)</p>	

**PROGRAM** NUMERALS 2: IDENTIFYING SETS (3-02-1a)

<b>MATERIALS:</b> Student Booklets Marking pens Numeral Cards Tape	<b>GENERAL PROCEDURE:</b> Teacher holds up cards and elicits choral responding; presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Count and select the appropriate numeral for a number of objects.	<b>VOCABULARY:</b> count set how many
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>1 3 4 2 5</p> <p>2 trees 1 2 3 4 5</p> <p>3 hearts 1 2 3 4 5</p> <p>1 pumpkin 1 2 3 4 5</p> <p>5 candles 1 2 3 4 5</p> <p>4 peanuts 1 2 3 4 5</p>	<p>Do you all remember your numerals? Let's see. (HOLD UP NUMERAL CARDS)</p> <p>A. What numeral is this? B. What numeral is this? C. What numeral is this? D. What numeral is this? E. What numeral is this?</p> <p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>1a. Here are some trees. Count with me to find how many. (POINT) 1-2. How many are in the set? b. Mark the numeral that tells how many in the set.</p> <p>2a. Count the hearts. 1-2-3. How many hearts are in the set? b. Mark the numeral that tells how many.</p> <p>3a. Count this set. 1. How many pumpkins are in the set? b. Mark the numeral that tells how many.</p> <p>4a. Count the candles. 1-2-3-4-5. How many are in the set? b. Mark the numeral that tells how many.</p> <p>5a. Count the peanuts. 1-2-3-4. How many peanuts are in the set? b. Mark the numeral that tells how many.</p>	<p>One. Three. Four. Two. Five.</p> <p>Two.</p> <p>Three.</p> <p>One.</p> <p>Five.</p> <p>Four.</p>	

PROGRAM NUMERALS 2: IDENTIFYING SETS (3-02-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>3 ducks 1 2 <u>3</u> 4 5</p> <p>1 dog <u>1</u> 2 3 4 5</p> <p>5 leaves 1 2 3 4 <u>5</u></p> <p>2 cats 1 <u>2</u> 3 4 5</p> <p>4 strawberries 1 2 3 4 <u>5</u></p>	<p>6. Mark the numeral that tells how many ducks in the set.</p> <p>7. Mark the numeral that tells how many dogs in the set.</p> <p>8. Mark the numeral that tells how many leaves in the set.</p> <p>9. Mark how many in this set.</p> <p>10. Mark how many in the set. (PUT MATERIALS AWAY)</p>	

PROGRAM NUMERALS 3: IDENTIFYING SETS (3-03-1a)

<p>MATERIALS:</p> <p>Student Booklets</p> <p>Marking pens</p> <p>Tape</p>	<p>GENERAL PROCEDURE:</p> <p>Teacher presents taped commentary and supervises booklet marking.</p>	<p>OBJECTIVE(S):</p> <p>Select set with the same as, more, or less objects than a given set.</p>	<p>VOCABULARY:</p> <p>same number</p> <p>less than</p> <p>more than</p>
<p>VISUAL</p>	<p>AUDITORY (TEACHER COMMENTARY)</p>		<p>CONFIRMATION</p>
<p>1 button</p> <p>3 buttons, 1 <u>button</u></p> <p>3 ducks</p> <p>3 ducks, 2 <u>ducks</u></p> <p>2 peanuts</p> <p>2 <u>peanuts</u>, 1 peanut</p> <p>4 berries</p> <p>3 berries, 5 <u>berries</u></p> <p>5 cups</p> <p>3 <u>cups</u>, 5 cups</p> <p>2 rabbits</p> <p>1 rabbit, 3 <u>rabbits</u></p> <p>3 boots</p> <p>3 <u>boots</u>, 4 boots</p> <p>1 cat</p> <p>1 cat, 2 <u>cats</u></p>	<p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>1. Point to the set on top. There is one button. Point to the set on the bottom that has the same <u>number</u>. Mark it.</p> <p>2. Point to the set on top. There are three ducks. Point to the set on the bottom that has <u>less</u> than three. Mark it.</p> <p>3. How many in the top set? Mark the bottom set that has the same <u>number</u>.</p> <p>4. How many in the top set? Mark the bottom set that has <u>more</u>.</p> <p>5. How many in the top set? Mark the bottom set that has <u>less</u>.</p> <p>6. How many in the top set? Mark the bottom set that has <u>more</u>.</p> <p>7. How many in the top set? Mark the bottom set that has the same <u>number</u>.</p> <p>8. How many in the top set? Mark the bottom set that has <u>more</u>.</p>	<p>Two.</p> <p>Four.</p> <p>Five.</p> <p>Two.</p> <p>Three.</p> <p>One.</p>	

PROGRAM NUMERALS 3: IDENTIFYING SETS (3-03-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>4 crowns</p> <p>4 crowns, 3 crowns</p> <p>5 dogs</p> <p>5 dogs, 4 dogs</p> <p>2 vases</p> <p>1 vase, 2 vases</p> <p>5 balls</p> <p>6 balls, 5 balls</p>	<p>9. How many in the top set? Mark the bottom set that has <u>less</u>.</p> <p>10. How many in the top set? Mark the bottom set that has the <u>same number</u>.</p> <p>11. Mark the bottom set that has <u>less than</u> the top set.</p> <p>12. Mark the bottom set that has <u>more than</u> the top set.</p> <p>(PUT MATERIALS AWAY)</p>	<p>Four.</p> <p>Five.</p>

PROGRAM SCIENCE 1: OBJECTS AND PROPERTIES (3-03-2a)

<p><b>MATERIALS:</b> Pencil, chalk, blue square, red rubberband, orange circle; Student Booklets; Pens; Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.</p>	<p><b>OBJECTIVES:</b> Label things they see about them as objects; name a number of properties that characterize objects.</p>	<p><b>VOCABULARY:</b> object property</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>Pencil</p>	<p>1a. Today we're going to talk about objects. There are objects all around us. (POINT) This chair is an object. (HOLD UP) This pencil is an object. (POINT) The window is an object.</p>		
<p>Chalk</p>	<p>b. (HOLD UP) This piece of chalk is an _____?</p> <p>2. Everything you can see in this room is an object. (POINT) The desk is an object, the floor is an object. (POINT TO ITEM ON SELF) This _____ is an object. Can you name some more objects in this room?</p>		<p>Object. You say it. This piece of chalk is an object.</p>
<p>Blue square</p>	<p>3. (HOLD UP) Here is another object. This object has many properties. It has the property of being blue; the property of being flat (RUN FINGER OVER IT); the property of having four sides (TOUCH EACH SIDE); the property of being hard (TAP), and other properties.</p>		<p>The door, the papers, the wall, and all the other things we can see in this room are objects.</p>
<p>Red rubberband</p>	<p>4. (HOLD UP) This is another object. It has many properties. This object has the properties of being red, of being soft (SQUEEZE), of stretching (STRETCH), and still other properties, I'm sure.</p>		



**Program** SCIENCE 1: OBJECTS AND PROPERTIES (3-03-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Orange circle	<p>5. (HOLD UP) Here is another object. Let's think. What properties does this object have? I can think of one. This object has the property of being round (RUN FINGER AROUND IT). What are some of the other properties of this object? (STOP TAPE) (ACCEPT PROPERTIES OTHER THAN THOSE NAMED)</p>	<p>This object has the properties of being orange, of being smooth, of being hard, and of being flat.</p>
Pencil	<p>6. (HOLD UP) Tell me some properties of this object. (STOP TAPE) (HAND OUT BOOKLETS AND MARKING PENS) I'm going to ask you some questions about objects. If your answer is "yes," mark the "yes." If the answer is "no," mark the "no." The line under the correct answer will turn green; the one under the wrong answer will turn red. Ready?</p>	<p>Some of the properties of this object are it is yellow; it is long; it is thin; it is hard; it is smooth.</p>
Blue square <u>yes</u> <u>no</u>	<p>1. (HOLD UP) Is this an object? Mark the answer. Remember, the line under the correct answer will turn green; the one under the wrong answer will turn red.</p>	<p>Yes, it is an object.</p>
<u>yes</u> <u>no</u>	<p>2. (HOLD UP BLUE SQUARE) Does this object have any properties? Mark the answer.</p>	<p>Yes, it does have properties.</p>
<u>yes</u> <u>no</u>	<p>3. (HOLD UP) Does this object have the property of being red?</p>	<p>No, it is not red.</p>
<u>yes</u> <u>no</u>	<p>4. (HOLD UP) Does this object have the property of being blue?</p>	<p>Yes, it has the property of being blue.</p>
<u>yes</u> <u>no</u>	<p>5. Is being blue the only property of this object? (PUT AWAY BLUE SQUARE)</p>	<p>No, it has other properties.</p>

**Preparation** SCIENCE 1: OBJECTS AND PROPERTIES (3-03-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<u>yes</u>	6. Let's think about objects. Do all objects have properties?	Yes, all objects have properties.
<u>yes</u>	7. Can there be an object with no properties?	No, objects must have properties.
<u>yes</u>	8. Do you think that there could be an object with only one property?	No, all objects have many properties.
(PUT MATERIALS AWAY)		

**PROGRAM SCIENCE 2: OBJECTS AND PROPERTIES (3-03-4a)**

<b>MATERIALS:</b> Blue square Pencil, rubberband, tape Paper bags: #1 with circle; #2 with triangle	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and elicits choral responding.	<b>OBJECTIVE(S):</b> Distinguish visual and tactile properties.	<b>VOCABULARY:</b> seeing feeling
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>	
Blue square	1a. (HOLD UP) Last time we talked about objects and proper- ties of objects. Who can remember what we call this? b. What do objects have? c. Let's name some of the properties of this object. (STOP TAPE)	We call this an object. Objects have properties. It is blue; it is smooth; it is hard; it has four sides.	
Pencil	2a. We also found out that everything we can see around us is an object and that each object has <u>many</u> properties. The floor is an object, and being hard is one of its properties. b. (HOLD UP) The pencil is an object, and being long is one of its properties.	Object. Properties.	
Rubberband	c. (HOLD UP) This rubberband is an _____, and being red is one of its _____.	Bag #2	
	3a. There are many objects all around us. We know there are many because we can see many. We see the chair. We see the floor. We see the window. b. (HOLD UP) Here is a paper bag. Is there an object in this bag? c. How could we find out? (STOP TAPE)	We can't tell.	
	d. Is there a way to find out if there is an object in the bag without looking into or moving the bag? (PUT HAND IN BAG AND FEEL OBJECT)	A good way to find out would be to look into the bag. Yes, we could put a hand in and feel.	

**PROGRAM SCIENCE 2: OBJECTS AND PROPERTIES (3-03-4a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Bag #1 with circle</p> <p>Bag #2 with triangle</p>	<p>4a. (PLACE IN FRONT OF EACH CHILD) There is a bag in front of you. Without looking into or moving the bag, put your hand in and feel. Do not take your hand out. Find out if there is an object in the bag. Is there an object in the bag?</p> <p>b. How can you tell there is an object in the bag?</p> <p>c. What properties of the object can you feel? Let's think. Can you feel that it has the property of being hard?</p> <p>d. Can you feel that it has the property of being round?</p> <p>e. Can you feel that the object has the property of being flat?</p> <p>f. Can you feel that it has the property of being smooth?</p> <p>g. Can you feel that it has the property of being blue? (COLLECT BAG #1)</p> <p>5a. (PLACE IN FRONT OF EACH CHILD) Here is another bag. Again, don't look into the bag, but tell me some of the properties in the bag. (STOP TAPE)</p> <p>b. What property of the object have you not found by feeling? Could you tell me what the color of the object is by feeling?</p> <p>c. Why not?</p> <p>6a. (ASK EACH CHILD IN TURN) Take an object out of the bag.</p> <p>b. What color is it?</p> <p>c. How did you find the color? (PUT MATERIALS AWAY)</p>	<p>Yes.</p> <p>You can feel some of its properties.</p> <p>Yes, you can feel that it is hard.</p> <p>Yes, you can feel that it is round; it is a circle</p> <p>Yes, you can feel that it has the property of being flat.</p> <p>Yes, you can feel that it is smooth.</p> <p>No, you cannot feel color. Seeing must be used to find colors.</p> <p>You could feel that the object has three sides, that it is a triangle; also, it could feel that it was smooth, and flat.</p> <p>No.</p> <p>Color is a property we find by feeling. (CONFIRM) By seeing.</p>

**PROGRAM SCIENCE 3: OBJECTS AND PROPERTIES (3-04-1a)**

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Paper bag, 2 jars water (warm, cold), 2 sponges (wet, dry), blue square, circle, student booklets, marking pens, tape	Teacher presents taped commentary, holds up objects, demonstrates, and supervises booklet marking.	Name properties of objects, and mark senses used to distinguish those properties.	
VISUAL	AUDITORY (TEACHER COMMENTARY)		
Paper bag	1. (HOLD UP) Last time, using these paper bags, we found out that there were some properties we could feel: Roundness, hardness, smoothness and others. We also learned there was a property we could not <u>feel</u> . What did we call that property?		
Jar of warm water, jar of cold water	2. Today we're going to find out more about objects and their properties. Let's find out if there are other properties we <u>cannot</u> see.		
	a. (POINT) Here are two jars of water. They both look the same. Are they the same?		
	b. Let's feel them to find out if they are the same. (HAVE EACH CHILD FEEL) Now, can you tell me, are they the same?		
	c. How are they not the same? We can't <u>see</u> warm or cold. We can only tell by <u>feeling</u> .		
Wet sponge, dry sponge	3a. (HOLD UP) There is another property we can't always see. It is wetness. Are these two sponges the same? Are they the same color?		
	b. Are they the same shape?		
	c. Are we sure they're the same? Let's feel them (HAVE EACH CHILD FEEL). Now tell me, are they the same?		
	d. (OFFER DRY SPONGE) Feel this sponge. What can you tell me about it?		
			Color is a property we cannot feel. Color is a property we must see.
			No, they are not the same.
			One is warm and the other is cold.
			Yes, they are the same color.
			Yes, they are both the same shape.
			No, they are not the same.
			It is dry.

**PROGRAM SCIENCE 3: OBJECTS AND PROPERTIES (3-04-1a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>3e. (HOLD OUT WET SPONGE) Now feel this one. Tell me about this sponge.</p> <p>f. The sponges look the same. We can't always see wetness. How can we find wetness?</p>	<p>It is wet.</p> <p>We feel if something is wet.</p>
<p>[BLUE SQUARE]</p> <p>Eye, <u>hand</u></p>	<p>(HAND OUT BOOKLETS) Here are some booklets. Let's think about objects and properties and answer the questions carefully.</p> <p>4a. (HOLD UP BLUE SQUARE) How can you find out if this object is blue?</p> <p>b. You can see color with your eyes. Mark the eye.</p> <p>c. How can you find out if this object is warm?</p> <p>d. Feeling is your answer. Mark the hand.</p>	<p>You look at it; you see with your eyes.</p> <p>You can feel it with your hand.</p>
<p>Eye, <u>hand</u></p>	<p>5. Which picture would you mark to show you found a property by seeing? Mark it.</p>	<p>You use your eyes to see.</p>
<p>Eye, <u>hand</u></p>	<p>6. Mark the picture that shows you found a property by feeling.</p>	<p>You use your hand to feel.</p>
<p>[HOT WATER, COLD WATER]</p> <p>Eye, <u>hand</u></p>	<p>7. (POINT TO HOT WATER) How did you find out that this water was warm? Mark the answer.</p>	<p>You felt it with your hand.</p>
<p>[BAG WITH CIRCLE INSIDE]</p> <p>Eye, <u>hand</u></p>	<p>8. (POINT) How did you find out that the object in his bag was round? Mark the answer.</p>	<p>You felt it with your hand.</p>
<p>[CIRCLE]</p> <p>Eye, <u>hand</u></p>	<p>9a. (HOLD UP CIRCLE) What shape is this object?</p> <p>b. How did you just find out that it's a circle? Mark the answer.</p>	<p>It is a circle.</p> <p>You saw it with your eyes.</p>

**PROGRAM** SCIENCE 3: OBJECTS AND PROPERTIES (3-04-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>[SPONGE] Eye, <u>hand</u></p>	<p>10. (HOLD UP WET SPONGE) How did you find out this sponge was wet? Mark the answer.</p>	<p>You felt it with your hand.</p>
<p>Circle</p>	<p>Close your booklets. Some properties such as being hot and cold we can <u>feel</u> but <u>cannot see</u>. Some properties such as color we can <u>see</u> but <u>not feel</u>. Other properties like having four sides we can both <u>see</u> and <u>feel</u>.</p>	<p>We can <u>see</u> that it is round, and we <u>feel</u> that it is round.</p>
<p>Circle</p>	<p>11. (HOLD UP CIRCLE) Let's think what property of this object can we both <u>see</u> and <u>feel</u>?</p>	<p>We can see its color, but we cannot feel its color.</p>
	<p>12. What property of this object can we only <u>see</u>? That is, what property can we <u>see</u>, but <u>not feel</u>? (PUT CIRCLE DOWN)</p>	<p>We can feel the property of being hot, but we cannot see that it is hot.</p>
	<p>13. Can you think of a property we can <u>feel</u> but <u>not see</u>?  (PUT MATERIALS AWAY)</p>	



PROGRAM SCIENCE 4: SENSES (3-04-2a)

<b>MATERIALS:</b> Jar of sugar Jar of salt Chewing gum, unwrapped Pencil	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates, and elicits choral responding.	<b>OBJECTIVE(S):</b> Name senses used in distinguishing properties of two objects.	<b>VOCABULARY:</b> senses, information, flavor, experience, taste, hearing
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Jar with salt, jar with sugar	<p>1a. Here are two jars with objects in them. Do the objects in one jar have the same properties as the objects in the other? Let's find out. Do they look the same?</p> <p>b. Do the objects in both jars feel the same? (HAVE EACH CHILD TAKE AND FEEL SOME OF EACH)</p> <p>c. Can we feel if the objects in this jar (POINT) are the same as the objects in this jar (POINT)?</p> <p>d. Seeing and feeling tell us most of the properties of an object. Do they tell us all of the properties?</p> <p>e. We can find another property of these objects. How can we find another property of these objects?</p> <p>f. (WET TIP OF FINGER AND PUT INTO CONTAINER OF SALT) Wet your finger and pick up some grains from this jar. (POINT) Taste it. Can you tell what it is?</p> <p>g. Now wet your finger and put it in this jar (POINT). Taste it. Is it salt?</p> <p>h. Now we know they look alike and feel alike, but are they the same?</p>		<p>Yes, the objects in both jars are white little grains.</p> <p>The objects in one jar feel like small grains and the objects in the other jar also feel like small grains.</p> <p>So far they seem to be the same. Seeing and feeling tell us they may be the same, but are we sure?</p> <p>The answer is no. Seeing and feeling do not tell us all of the properties.</p> <p>We can taste them.</p> <p>It is salt.</p> <p>No, it is not salt.</p> <p>It is sugar.</p> <p>No, they taste different.</p> <p>The objects are not the same.</p>



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Chewing gum</p>	<p>2. Seeing, feeling and tasting tell us some properties, but there are other ways of finding more properties.</p> <p>a. (HOLD UP GUM) Here is an object. I want you to look at it and feel it (HAVE EACH CHILD FEEL). What is this object?</p> <p>b. From the properties we can see and feel, we know that it <u>is</u> gum. What are some of the properties that we can see?</p> <p>c. What are some of the properties we can feel?</p> <p>d. Our experience tells us that this is gum. That is, every time we have ever seen or felt some object with these same properties it has turned out to be gum. So we are sure that this is gum. Why are we sure that this is gum?</p> <p>e. What about the flavor of this gum? Can you tell if it is Peppermint or Juicy Fruit by seeing or feeling the gum?</p> <p>f. We could find the flavor by tasting, but we are not allowed to chew gum in school. Is there another way we could find out if it is Juicy Fruit or Peppermint?</p> <p>g. What kind of gum is this? (HAVE EACH CHILD SMELL)</p> <p>3. We have talked about different ways of finding properties of objects. We can find properties by seeing, feeling, tasting, and _____.</p> <p>4. Smelling and tasting are two other ways of telling about properties of objects. Let's name the ways we know for telling properties of objects. There's seeing, and feeling, and smelling and tasting.</p>	<p>It is gum.</p> <p>We can see that it is long, thin, flat, tan. We can feel that it is soft and bends.</p> <p>We can be sure this is gum because it looks and feels like gum. No, you can't tell the flavor of gum from just seeing or feeling.</p> <p>Smelling also gives us the information. Peppermint gum.</p> <p>Smelling.</p>

**PROGRAM SCIENCE 4: SENSES (3-04-2a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Jar, pencil</p>	<p>5a. Can you think of another way of finding out about objects?</p> <p>b. Listen to the sound the jar makes (TAP THREE TIMES WITH PENCIL) and listen to the sound the table makes (TAP TABLE THREE TIMES WITH PENCIL; REPEAT TAPPING). What is the other way to find properties of objects?</p> <p>6. The five ways we have of finding out about the objects around us are called "senses." We have five senses, and we have a special part of the body for each sense.</p> <p>a. What part of the body do we use for the sense of smell?</p> <p>b. What part of the body do we use for the sense of taste?</p> <p>c. What part of the body do we use for the sense of seeing?</p> <p>d. What part of the body do we use for the sense of hearing?</p> <p>e. What part of the body do we use for the sense of feeling?</p> <p>(PUT MATERIALS AWAY)</p>	<p>Hearing. Sometimes listening and hearing tell us about the properties of an object.</p> <p>Hearing. We can use our ears to listen.</p> <p>We use the nose for smelling.</p> <p>We use the tongue for tasting.</p> <p>We use the eyes for seeing.</p> <p>We use the ears for hearing.</p> <p>We use the hand for feeling.</p>

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
<p>Student Booklets</p> <p>Marking pens</p> <p>Blue square</p> <p>Orange triangle</p> <p>2 Cards: #1, 2: Tape</p> <p><b>VISUAL</b></p>	<p>Teacher presents taped commentary, demonstrates, and supervises booklet marking.</p>	<p>Select senses used to distinguish properties of object by marking appropriately in booklet.</p>	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>Nose, <u>eyes</u>, tongue, ears, hands</p> <p><u>Nose</u>, eyes, tongue, ears, hands</p> <p>Nose, eyes, tongue, <u>ears</u>, hands</p> <p>Nose, eyes, <u>tongue</u>, ears, hands</p> <p>Nose, eyes, tongue, ears, <u>hands</u></p> <p>Blue square on Card #1, Orange triangle on Card #2</p>	<p>What are the five senses that we learned yesterday? <u>A</u>, can you tell me one of the senses? (CONTINUE UNTIL ALL FIVE HAVE BEEN NAMED)</p> <p>(HAND OUT BOOKLET AND PENS) Here are some booklets and pens. Listen carefully to the questions before you mark your answers.</p> <ol style="list-style-type: none"> <li>1. Mark the part of your body you use for the sense of seeing.</li> <li>2. Mark the part of your body you use for the sense of smelling.</li> <li>3. Mark the part of your body you use for the sense of hearing.</li> <li>4. Mark the part of your body you use for the sense of tasting.</li> <li>5. Mark the part of your body you use for the sense of feeling.</li> <li>6a. Now everyone look up here. (PLACE BLUE SQUARE ON CARD #1) Here is object one. (PLACE ORANGE TRIANGLE ON CARD #2) Here is object two. Let's find out which senses give us information about these objects. First,</li> </ol>		<p>Eyes are used for seeing.</p> <p>A nose is used for smelling.</p> <p>Ears are used for hearing.</p> <p>A tongue is used for tasting.</p> <p>Hands are used for feeling.</p>

VISUAL		AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
1	2	<p>Let's use our eyes and look at these two objects for a moment. Now let's use our hands to feel these objects and now smell these objects (HAVE EACH CHILD TOUCH AND SMELL). Now we can answer some questions in our booklets about these objects and our senses.</p> <p>b. Which object is blue? Mark the number in your book that is the same as the number on the card with the blue object.</p>		
(SAME AS FRAME #6)		<p>7. Which object is a triangle? Mark 1 or 2.</p>		
Eye:	<u>yes</u>	no	The object on Card 1 is blue. The square is blue.	
Hand:	<u>yes</u>	<u>no</u>	The triangle is on Card 2.	
Nose:	<u>yes</u>	<u>no</u>	Yes, we see color.	
Eye:	<u>yes</u>	no	No, we cannot feel color.	
Hand:	<u>yes</u>	no	No, we cannot smell color.	
Nose:	<u>yes</u>	<u>no</u>	Yes, we can see shapes.	
Warm water on Card #1, Cool water on Card #2			Yes, you can also feel shapes.	
			No, we cannot smell shapes.	
			Glass on Card 1 is warmer.	

**PROGRAM** SCIENCE 5: SENSES (3-04-3b)

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Eye:	yes <u>no</u>	15. Can you <u>see</u> which glass is warmer?	No, we cannot see warmth.
Hand:	<u>yes</u> no	16. Can you <u>feel</u> which glass is warmer?	Yes, we can feel warmth.
Nose:	yes <u>no</u>	17. Can you <u>smell</u> which glass is warmer?	No, we cannot smell warmth.
Ear:	yes <u>no</u>	18. Can you <u>hear</u> which glass is warmer?	No, we cannot hear warmth.
Mouth:	yes <u>no</u>	19. Can you <u>taste</u> which glass is warmer?	No, but you can feel with your tongue that one is warm and the other is not warm.
(PUT MATERIALS AWAY)			

PROGRAM SCIENCE 6: NAMING SETS (3-05-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
2 cards: a, b; Objects: Indian, dinosaur, block, red link, yellow link, penny, orange bead	Teacher supervises placement of materials on cards, and elicits choral responding	Label group of objects as "set," and member of set as "element;" give set identifying label by listing its elements.	set element
VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION	
Card a Indian, dinosaur, block, red link	(PLACE OBJECTS ON CARD a. LETTER DOWN) We are going to learn something new today. Listen carefully.	1. Here is a group of objects. We call a group of objects a <u>set</u> . What do we call this group of objects?	
Card b Orange bead, penny, yellow link	2a. Let's make another set. Look, we can put these objects together to make another set. (PLACE OBJECTS ON CARD, LETTER DOWN) What have we made with these objects? b. Each object in a set is called an <u>element</u> of the set. What do we call each object in the set? c. Count the elements in the set we have just made. (POINT) How many elements are in the set? d. We can also say the <u>number</u> of elements in the set is three.	We call it a <u>set</u> .	
		We have made a <u>set</u> .	
		We call it an <u>element</u> . There are three elements in the set.	
		The number of elements in the other set is four.	
		(CONFIRM) (CONFIRM)	
		There are four elements in the set.	

PROGRAM SCIENCE 6: NAMING SETS (3-05-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>a) Indian, dinosaur, block, red link</p> <p>b) Penny, orange bead, yellow link</p> <p>(SAME AS FRAME #5)</p>	<p>5a. Which set has three elements in it?</p> <p>b. (POINT TO b) We can show which set we want by pointing. We use our eyes to see where I point. But can you tell me which set is the right answer if I close my eyes? Let's try. (CLOSE EYES) Which set has three elements in it? (OPEN EYES)</p> <p>6. One way to name a set is to tell what is in it. We could name this the set of the penny, the orange bead, and the yellow link. That is a long name, but it is a name and it does tell us which set I am pointing to.</p> <p>a. (HOLD UP BEAD) What is the name of this element? (PUT BEAD DOWN)</p> <p>b. (PICK UP PENNY) What is the name of this element? (PUT PENNY BACK)</p> <p>c. (HOLD UP LINK) What is the name of this element? (PUT LINK BACK)</p> <p>d. (POINT TO SET) What is a name for the set?</p> <p>7a. Now let's try our question again. I will close my eyes (CLOSE EYES). Which set has three elements? (OPEN EYES AFTER CHILDREN ANSWER)</p> <p>b. With my eyes closed again (CLOSE EYES), tell me which set has the most elements? (OPEN EYES)</p> <p>8a. That name is even longer. It would be helpful if we had shorter names for the sets. There is another way to name a set. We can name a set by telling where it is. (TURN CARDS LETTER UP, REPLACE OBJECTS, POINT TO a) This</p>	<p>(POINT TO b) This is the set with three elements. It is very difficult to say. We need a name for the set. Then all we would have to do is say the name.</p> <p>The name of the element is the orange bead. The name of the element is the penny. The name of this element is the yellow link. The set of the orange bead and the penny and the yellow link.</p> <p>The set of the orange bead, the penny and the yellow link has three elements. The plastic Indian, the dinosaur, the block and the red link is the set with the most elements.</p>
<p>(SAME AS FRAME #5)</p>		
<p>(SAME AS FRAME #5)</p>		



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(SAME AS FRAME #5)	<p>set is on the card with the "a," so we can name it Set "a." What can we name this set?</p> <p>b. (POINT TO b) What can we name the other set?</p> <p>9. (CLOSE EYES) Now, once again I will ask a question with my eyes closed. Which set has three elements? The short name made it easy to answer. We give short names to many things so that it is easy to talk about them.</p>	<p>Set a. We can name it Set b.  Set b has three elements.</p>
b) Block, penny	<p>10a. (REMOVE OBJECTS FROM BOTH SETS; PLACE BLOCK AND PENNY ON SET b) What is the long name for this set?</p> <p>b. What is the short name for this set?</p>	<p>The long name is the set of the penny and the block. The short name is set b.</p>
a) Indian, penny, bead	<p>11a. (PLACE INDIAN, PENNY AND BEAD ON SET a) Tell me the short name for this set.</p> <p>b. Tell me the long name for Set "a."</p>	<p>The short name is Set a.  The long name is the set of the penny and the Indian and the bead.</p>
b) Indian, dinosaur, red link, block, yellow link, penny, bead	<p>12. (PUT ALL OBJECTS ON SET b) Tell me a name for this set.</p> <p>(PUT MATERIALS AWAY)</p>	<p>This is Set b. The other name is too long.</p>



PROGRAM SCIENCE 7: REPRESENTING SETS (3-05-3a)

<p><b>MATERIALS:</b> Set Cards a, b Student Booklets Marking pens; Tape Block, link, Indian, Penny, triangle</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, places materials on cards, and supervises booklet marking.</p>	<p><b>OBJECTIVE(S):</b> Identify sets as being the same when elements are moved. Select representation of real set in marking booklet.</p>	<p><b>VOCABULARY:</b> picture of set represent bracket</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>a: [block, red link, Indian] b: [penny, triangle]</p>	<p>(PLACE BLOCK, LINK, INDIAN ON CARD SET a; PLACE PENNY AND TRIANGLE ON SET b)</p> <p>A. Last time we found two ways to name a set. The long name for this set (POINT TO a) is the set of the Indian, the block, and the red link. What is the short name for the set?</p> <p>B. What is the long name for the other set? (POINT TO b)</p>		<p>Set a is the short name.</p> <p>The long name is the set of the penny and the triangle.</p>
<p>[penny, triangle] a      b</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>1a. In your booklet you have a picture of one of these sets. (POINT TO SET CARD a, THEN b) Which set does it picture, Set a, or Set b?</p> <p>b. Mark the "b" for Set b.</p> <p>c. (POINT TO BRACKETS) The wavy lines are called brackets. They tell us that we have a picture of a set. What tells us that we have a picture of a set?</p>		<p>It is a picture of Set b; it represents Set b.</p> <p>The brackets tell us we have a picture of a set.</p>
<p>[block, red link, Indian], [triangle, penny]</p>	<p>2a. Do we have pictures of sets on this page?</p> <p>b. How do we know that we have pictures of sets?</p>		<p>Yes, we have pictures of sets. The brackets tell us we have pictures of sets.</p>

**PROGRAM** SCIENCE 7: REPRESENTING SETS (3-05-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
[block, red link, Indian] a      b	2c. Which one represents Set a? Mark the answer.	The left picture represents Set a.
[penny, triangle] a      b	3a. Which set does the picture represent? b. Mark the "a" for Set a.	It represents Set a.
[block, red link, Indian] [penny, triangle]	4a. Which set does this represent? b. Mark the answer.	It represents Set b.
[block, red link, Indian] [penny, triangle]	5a. Which of the two sets pictured represents Set a? b. Mark it.	The picture of the block, the link and the Indian represents Set a.
[block, red link, Indian] [penny, triangle]	6a. Which set represents Set b? b. Mark it.	The picture of the penny and the triangle represent Set b.
	7a. (POINT TO SET CARD b) This is Set b. It has a penny and a triangle in it. (MOVE ELEMENTS) If I move the penny and the triangle is it still the same set? What are the elements of Set b? b. (MOVE ELEMENTS AGAIN) Now what are the elements of Set b?	The elements of Set b are the triangle and the penny. The elements of Set b are still the triangle and the penny.
	c. Does moving the elements around change the elements in a set?	No, moving around does not change the elements in a set.
	d. (PLACE HAND ON ELEMENT, READY TO MOVE IT) Is this Set b the same as (MOVE ELEMENTS) this Set b? e. Does moving elements around make a different set?	Yes, they both have the same elements. No, a set is the same even if its elements are moved.
[triangle, penny] [penny, triangle]	8a. Here are two pictures of sets. (POINT TO CARD SET b) Does the left picture represent Set b? Mark the picture. If it turns green then it is a picture of Set b.	It does represent Set b because it is a picture of a penny and a triangle.

**PROGRAM** SCIENCE 7: REPRESENTING SETS (3-05-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
[penny, square], [square, triangle], [triangle, penny]	8b. Does the picture on the right also represent Set b? Mark the picture to find out.	It turned green also. Both pictures represent Set b. Both are pictures of a penny and a triangle. It does not matter if the penny or the triangle comes first.
[red link, block, Indian], [block, penny, triangle]	9. Which of these represents Set b?	The picture of the triangle and the penny represent Set b.
[block, link, penny], [Indian, block, link], [Indian, penny, block]	10. Which of these represents Set a?	The picture of the block, the link and the Indian is the picture of Set a.
[block, link, penny], [Indian, block, link], [Indian, penny, block]	11. Which of these is Set a?	Again, Set a and its picture have an Indian, a block and a link.
[block, link, Indian], [block, penny, Indian], [block, Indian, link]	12. Two of these sets are pictures of Set a. Find and mark both of them. (BE SURE CHILD MARKS TWO SETS)	The first and last have the block, link, and Indian. They are both pictures of Set a.

(PUT MATERIALS AWAY)

PROGRAM SCIENCE 8: TEST (3-06-1a)

MATERIALS: Student Booklets, Tape Marking pens, orange circle Set Cards a, b; pencil Blue triangle, block, square, penny, red link,	GENERAL PROCEDURE: Teacher presents taped commentary, holds up objects, and supervises booklet marking.	OBJECTIVE(S): Name properties of objects, select senses used, and identify sets in marking booklet.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
Blue triangle <u>yes</u> no	(HAND OUT BOOKLETS AND MARKING PENS) 1. (HOLD UP BLUE TRIANGLE) Is this an object? Mark "yes" or "no." 2. (HOLD UP PENCIL) Is this an object? Mark "yes" or "no." 3. (POINT TO CHAIR) Is the chair an object? Mark "yes" or "no." 4. Do all objects have properties? Mark "yes" or "no." 5. (HOLD UP) Is blue a property of this object? Mark "yes" or "no." 6. Does the object have more properties? Mark "yes" or "no." 7. Does the object have the property of four sides? Mark "yes" or "no." 8. What sense tells us that this is blue? Mark it. 9. Can you feel that it is blue? Mark the answer.		All objects have properties.  Yes, it does.
pencil <u>yes</u> no			
<u>yes</u> no			
<u>yes</u> no			
Blue triangle <u>yes</u> no			
<u>yes</u> no			
<u>yes</u> no			
<u>yes</u> no			
hand <u>eye</u> nose			
<u>yes</u> no			

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Set Card a: [square, circle]</p> <p>Set Card b: [block, triangle, penny]</p>	<p>(PLACE SQUARE, CIRCLE ON CARD a; PLACE BLOCK, TRIANGLE, PENNY ON CARD b)</p>	
<p>yes      no</p> <p>5    1    3    2</p>	<p>10. (POINT TO SET CARD a) Is "Set a" a <u>long</u> name for this? Mark: "yes" or "no."</p>	
<p>[square, circle]</p> <p>yes      no</p>	<p>11. How many elements are in Set a? Mark the numeral.</p> <p>12. Does this represent Set a? Mark "yes" or "no."</p>	
<p>[circle, square]</p> <p>yes      no</p>	<p>13. Does this represent Set a? Mark "yes" or "no." Close your books. Look up here.</p>	
	<p>14. (HOLD UP RED LINK) A, tell me a property of this object. (REPEAT WITH DIFFERENT CHILD, USING DIFFERENT OBJECTS IN FOLLOWING ORDER: PENNY, ORANGE CIRCLE, BLUE TRIANGLE)</p>	
	<p>(PUT MATERIALS AWAY)</p>	

PROGRAM SCIENCE 9: REPRESENTING SETS (3-06-3a)

MATERIALS: Set Cards a, b Student Booklets; Tape Marking pens; Paper clip, Block, link, triangle, Indian, square, circle	GENERAL PROCEDURE: Teacher presents taped commentary, demonstrates and supervises material placement on cards, and supervises booklet marking.	OBJECTIVE(S): Select representation of real set in marking booklet; construct set on card.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>Card a:</p> <p>[paper clip, triangle]</p> <p>[paper clip, square], [triangle, paper clip]</p> <p>[paper clip, triangle] yes no</p> <p>[paper clip, triangle], [square, paper clip], [triangle, paper clip]</p> <p>[paper clip, triangle, square] yes no</p>	<p>(PLACE PAPER CLIP AND TRIANGLE ON CARD a)</p> <p>A. Look at Set a. The elements of Set a are a paper clip and a triangle. Look, I can move the paper clip and triangle (MOVE). Tell me, is the set still the same?</p> <p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>1. Mark the set that represents Set a.</p> <p>2a. Does this set represent Set a? b. Mark "yes" or "no."</p> <p>3. Two of these sets represent Set a. Mark two sets. (BE SURE CHILD MARKS TWO SETS)</p> <p>4a. (POINT) Does this set represent Set a? b. Mark "yes" or "no."</p>		<p>Yes, moving the elements does not change the set. It still has the same elements, the paper clip and the triangle.</p> <p>The set with the picture of the paper clip and triangle represents Set a.</p> <p>Yes, because it has the same elements as Set a, a triangle and a paper clip. It does not matter which object comes first.</p> <p>Both the first and the last set represent Set a because they both have the same elements as Set a.</p> <p>No, there is a square in this set. Set a does not have a square. This set does <u>not</u> represent Set a.</p>

**PROGRAM** SCIENCE 9: REPRESENTING SETS (3-06-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
[paper clip] yes <u>no</u>	5a. (POINT) Does this set represent Set a? b. Mark "yes" or "no."  (REMOVE ELEMENTS FROM CARD a; PLACE PAPER CLIP, SQUARE, CIRCLE, TRIANGLE, LINK, AND INDIAN ON TABLE)	No, it does not have a triangle. Set a has a triangle. This set does not represent Set a.
[triangle, circle]	6. A, make the set on Card a that is represented by the set in your booklet.	(ASK CONFIRMATION FROM CHILDREN)
[square, paper clip]	7. (PLACE CARD b ON TABLE) B, make a set that is represented by the set on this page.	
[square, paper clip] a <u>b</u>	8a. (POINT) Does this set represent Set a or Set b? b. Mark the answer.	It represents Set b.
[circle, triangle] a <u>b</u>	9a. (POINT) Which set does this represent? b. Mark the answer.	It represents Set a.
a [square, paper clip], [triangle, circle]	10. Mark the set that represents Set a.	
b [paper clip, square], [triangle, circle]	11. Mark the set that represents Set b.	
a [triangle, circle], [circle, triangle], [triangle, square]	12. Two of these sets represent Set a. Mark both of them.	(CHECK)
b [square, triangle], [square, paper clip], [paper clip, square]	13. Two of these sets represent Set b. Mark both of them.  (PUT MATERIALS AWAY)	(CHECK)



PROGRAM SCIENCE 10: SUBSETS (3-07-3a)

<p><b>MATERIALS:</b> Set Cards a, b Blocks, pennies, squares, Indian, link, triangles Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, constructs sets on cards, and elicits choral responding.</p>	<p><b>OBJECTIVE(S):</b> Label a set using some of the elements of a given set as a "subset."</p>	<p><b>VOCABULARY:</b> subset</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>Set a: [block, square, triangle, penny]</p> <p>b: [block, penny]</p>	<p>(PLACE BLOCK, SQUARE, TRIANGLE, PENNY ON CARD a)</p> <p>1a. (POINT) What is the <u>short name</u> for this set? b. How many elements are in Set a?</p> <p>c. (MOVE TRIANGLE AND SQUARE) We moved the triangle and square. Is this still the same set?</p>		<p>It is Set a. There are four elements in Set a. Yes, moving the elements does <u>not</u> make a different set.</p>
	<p>2a. (PLACE-BLOCK AND PENNY ON CARD b; TOUCH BLOCK) Is this element in Set a?</p> <p>b. (TOUCH PENNY) Is this element in Set a?</p> <p>c. (POINT TO SET b) Both elements of this set are in Set a. We call this a <u>subset</u> of Set a. Say <u>subset</u>.</p>		<p>Yes, a block is in Set a. Yes, a penny is in Set a. Subset.</p>
<p>[triangle]</p>	<p>3a. (REPLACE BLOCK AND PENNY WITH TRIANGLE, POINT) Is this element in Set a?</p> <p>b. Then this is a subset of Set a.</p>		<p>Yes, a triangle is in Set a.</p>
<p>[penny]</p>	<p>4a. (REPLACE TRIANGLE WITH PENNY, POINT) Is this is Set a?</p> <p>b. Is this a <u>subset</u> of Set a?</p>		<p>Yes. Yes.</p>
<p>[Indian]</p>	<p>5a. (REPLACE PENNY WITH INDIAN, POINT) Is this element in Set a?</p> <p>b. Then this is <u>not</u> a subset of Set a.</p>		<p>No, an Indian is not in Set a.</p>
<p>[link]</p>	<p>6a. (REPLACE INDIAN WITH LINK, POINT) Is this in Set a?</p> <p>b. Is this a <u>subset</u> of Set a?</p>		<p>No, it is not. No, it is not.</p>



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
[square]	<p>7a. (REPLACE LINK WITH SQUARE, POINT) Is this in Set a?</p> <p>b. Is this a subset of Set a?</p>	<p>Yes, it is.</p> <p>Yes, it is.</p>
[block, penny]	<p>8a. (REPLACE SQUARE WITH BLOCK AND PENNY, POINT TO BLOCK)</p> <p>Is this in Set a?</p> <p>b. (POINT TO PENNY) Is this in Set a?</p> <p>c. (WAVE FINGER OVER SET b) Are all these elements in Set a?</p> <p>d. Then, is this a subset of Set a?</p>	<p>Yes, it is.</p> <p>Yes, it is.</p> <p>Yes, all are in Set a.</p> <p>Yes, it is a subset of Set a.</p>
[square, triangle, penny]	<p>9a. (REMOVE BLOCK, ADD SQUARE AND TRIANGLE, POINT TO SQUARE) Is this in Set a?</p> <p>b. (POINT TO TRIANGLE) Is this in Set a?</p> <p>c. (POINT TO PENNY) Is this in Set a?</p> <p>d. Is this a subset of Set a?</p> <p>(PUT MATERIALS AWAY)</p>	<p>Yes, it is in Set a.</p> <p>Yes, it is.</p> <p>Yes, it is.</p> <p>Yes, all the elements are in Set a. It is a subset of Set a.</p>

PROGRAM SCIENCE 11: SUBSETS (3-08-1a)

<p><b>MATERIALS:</b> Set Cards a, x Student Booklets; Tape Blocks, square, triangle, Indian, pennies Marking pens</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, constructs sets on cards, and supervises booklet marking.</p>	<p><b>OBJECTIVE(S):</b> Select subset by marking appropriately in booklet.</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>Card a: [block, square, triangle, penny]</p> <p>[block, triangle], [block, square, triangle, penny]</p> <p>Card x: [block, penny]</p> <p>[block, Indian]</p> <p>[block, penny, square]</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS; PLACE BLOCK, SQUARE, TRIANGLE, PENNY ON SET CARD a)</p> <p>1a. (POINT TO CARD a) Look at this set. What is a long name for this set?</p> <p>b. What is the short name for the set?</p> <p>c. Look in your booklet. Mark the picture that represents Set a.</p> <p>d. How many elements are in Set a?</p> <p>2a. We can make a new set by using some of the elements from Set a. Look up here.</p> <p>(PLACE BLOCK AND PENNY ON CARD x) Since this set has elements from Set a, we will call it a <u>subset</u> of Set a. What do we call a set made of some of the elements of another set?</p> <p>b. If subset x has an element in it that is <u>not</u> in Set a it is not a subset of Set a.</p> <p>(REPLACE PENNY WITH INDIAN) Is this still a subset of Set a?</p> <p>c. (REPLACE INDIAN WITH PENNY AND SQUARE, POINT TO BLOCK) Is this element also in Set a?</p> <p>d. (POINT TO PENNY) Is this element also in Set a?</p>		<p>It is the set of the block, the square, the triangle and the penny. It is Set a.</p> <p>The set with four elements Set a.</p> <p>There are four elements in Set a.</p> <p>We call it a subset.</p> <p>No, Set x has an Indian that is not in Set a.</p> <p>Yes, the block is also in Set a.</p> <p>Yes, the penny is also in Set a.</p>

**PROGRAM** SCIENCE 11: SUBSETS (3-08-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>2e. (POINT TO SQUARE) Is this element also in Set a?</p> <p>f. Are all elements in Set x also in Set a?</p> <p>g. Is Set x a subset of Set a?</p> <p>3a. Now look at your booklet. Is this picture a subset of Set a?</p> <p>b. Mark "yes" or "no."</p> <p>4a. Is this a picture of a subset of Set a?</p> <p>b. Mark "yes" or "no."</p> <p>5a. Is this a subset of Set a?</p> <p>b. Mark the answer.</p> <p>Put down your pens. Before marking we will answer some questions.</p> <p>6a. Put your finger on the picture of the penny. Is the penny in Set a?</p> <p>b. Now put your finger on the block. Is the block in Set a?</p> <p>c. Put your finger on the triangle. Is it in Set a?</p> <p>d. Are all the elements in the picture in Set a?</p> <p>e. Is this a subset of Set a?</p> <p>7a. Here is another set. We want to find out if it is a subset of Set a. Put your finger on the first element, the block. Is it an element of Set a?</p> <p>b. Put your finger on the next element, the triangle. Is it an element of Set a?</p>	<p>Yes, the square is also in Set a.</p> <p>Yes, all elements in Set x are also in Set a.</p> <p>Yes, the elements of Set x are also in Set a.</p> <p>Yes, it is a subset of Set a. The penny and triangle are both in Set a.</p> <p>Yes, both elements are in Set a.</p> <p>No, the Indian is <u>not</u> in Set a, so the picture is not a subset of Set a.</p> <p>Yes, the penny is in Set a.</p> <p>Yes, the block is in Set a.</p> <p>Yes, it is also in Set a.</p> <p>Yes, all the elements are in Set a.</p> <p>Yes, it is a subset of Set a.</p> <p>Yes, it is an element of Set a.</p> <p>Yes, it is an element of Set a.</p>

[penny, triangle]  
yes    no

[block, penny]  
yes    no

[Indian]  
yes    no

[penny, block, triangle]

[block, triangle, dog]

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>7c. Put your finger on the last element, the dog. Is it an element of Set a?</p> <p>d. Are <u>all</u> the elements of the picture in Set a? Are the block, the triangle and the dog <u>all</u> in Set a?</p> <p>e. Is the picture a subset of Set a?</p> <p>(PUT MATERIALS AWAY)</p>	<p>No, the dog is not an element of Set a.</p> <p>No, they are not <u>all</u> in Set a. The dog is not in Set a.</p> <p>No, it is not a subset. <u>All</u> of its elements must be in Set a for it to be a subset. If one element is not in Set a, it is not a subset of Set a.</p>

PROGRAM SCIENCE 12: SUBSETS (3-08-3a)

<b>MATERIALS:</b> Set Card a Student Booklets Marking pens; Tape Block, square, triangle Penny	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, constructs set on card, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Identify positive or negative representation of subset in marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>	
<p>Card a:</p> <p>[block, square, triangle, penny]</p> <p>[triangle] yes <u>no</u></p> <p>[link] yes <u>no</u></p> <p>[block, link] yes <u>no</u></p> <p>[block, square, link] yes <u>no</u></p> <p>[block, square, penny, link] yes <u>no</u></p> <p>[block, square, penny, triangle, link] yes <u>no</u></p>	<p>(HAND OUT BOOKLETS AND MARKING PENS; PLACE BLOCK, SQUARE, TRIANGLE, AND PENNY ON CARD a)</p> <p>(POINT TO CARD) This is Set a. Open your booklets.</p> <p>1a. Is this a subset of Set a? b. Mark the answer.</p> <p>2a. Is this a subset of Set a? b. Mark the answer.</p> <p>3a. Is this a subset of Set a? b. Mark the answer.</p> <p>4a. Is this a subset of Set a? b. Mark the answer.</p> <p>5a. The block, the square, and the penny are in Set a. Is this a subset of Set a? b. Mark the answer.</p> <p>6a. Is this a subset of Set a? b. Mark the answer.</p>	<p>Yes, the triangle is in Set a.</p> <p>No, the link is not in Set a.</p> <p>No, the link is not in Set a.</p> <p>No, the link is not in Set a.</p> <p>No, the link is <u>not</u> in Set a. This is not a subset.</p> <p>No, the link is not in Set a.</p>	

**PROGRAM** SCIENCE 12: SUBSETS (3-08-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
[triangle] yes    no	7a. Is this a subset of Set a? b. Mark the answer.	Yes, the triangle is in Set a.
[penny] yes    no	8a. Is this a subset of Set a? b. Mark your answer.	Yes, the penny is in Set a. It is a subset of Set a.
[Indian] yes    no	9a. Is this a subset of Set a? b. Mark the answer.	No, the Indian is <u>not</u> in Set a.
[triangle, block] yes    no	10a. Is this a subset of Set a? Put your finger on each element to help decide. Is the triangle an element of Set a? b. Is the block an element of Set a? c. Now, is this a subset of Set a? d. Mark the answer.	Yes. Yes. Yes, both elements are in Set a, so it is a subset of Set a.
[triangle, Indian] yes    no	11a. Is this a subset of Set a? Look at each element before you answer. Is the triangle in Set a? b. Is the Indian in Set a? c. Now, is this a subset of Set a? d. Mark the answer.	Yes. No. No, it is not a subset. The Indian is <u>not</u> in Set a.
[block, dog, triangle] yes    no	12a. Is this a subset of Set a? Again, look at the elements b. Mark the answer.	No, it is not a subset of Set a. The dog is <u>not</u> in set a.
[penny, square, block] yes    no	13a. Is this a subset of Set a? b. Mark the answer.	Yes, it is a subset of Set a. All of the elements are in Set a.

(PUT MATERIALS AWAY)

PROGRAM SCIENCE 13: MAKING SUBSETS (3-09-1a)

<b>MATERIALS:</b> Set Card a Blue square Blue triangle Orange square Orange triangle	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, supervises constructing subsets, and elicits choral responding.	<b>OBJECTIVE(S):</b> Construct subsets on cards.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>Card a: [orange and blue elements]</p> <p>Subset: [blue elements]</p> <p>Subset: [triangle elements]</p> <p>Subset: [orange triangle]</p> <p>Subset: [blue triangle]</p> <p>Subset: [blue square]</p>	<p>(PLACE ORANGE SQUARE AND ORANGE TRIANGLE IN LARGE RING OF CARD a, BLUE SQUARE AND BLUE TRIANGLE IN SUBSET OF CARD a)</p> <ol style="list-style-type: none"> <li>(POINT TO CARD a) What is the short name for this set?</li> <li>(RUN FINGER AROUND CIRCUMFERENCE OF SUBSET) The blue square and the blue triangle are inside the small ring. They make a set that is part of Set a. What do we call a set that is <u>part</u> of Set a?</li> <li>There are many different subsets we can make of Set a. The blue square and the blue triangle make up just <u>one</u> of the subsets. Here is another. (EXCHANGE ORANGE AND BLUE SQUARE) What two elements are in the subset now?</li> <li>(MOVE BLUE TRIANGLE FROM SUBSET TO OTHER PART OF SET) Now what element is in the subset?</li> <li>What kind of set is the set with the orange triangle in it?</li> <li>(MOVE ORANGE TRIANGLE FROM SUBSET TO OTHER PART OF SET) <u>A</u>, make a subset with the blue triangle in it.</li> <li>Now <u>B</u>, make a subset with the blue square in it.</li> </ol>		<p>It is Set a.</p> <p>We call it a subset of Set a.</p> <p>The orange triangle and the blue triangle are in the subset.</p> <p>Only the orange triangle is in the subset.</p> <p>It is a subset.</p> <p>(CHECK) The blue triangle makes a subset. The blue square makes a subset.</p>



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Subset: [orange triangle]	8. (MOVE BLUE SQUARE FROM SUBSET TO OTHER PART OF SET) C, make a subset with just the orange triangle.	The orange triangle makes a subset.
Subset: [orange elements]	9. Now D, make a subset of the orange square and the orange triangle.	The orange elements make a subset.
Subset: [triangle elements]	10. A, make a subset of the blue triangle and the orange triangle.	The triangles make a subset.
Subset: [blue elements]	11a. Now B, make a subset of all the blue elements.	The blue elements make a subset.
	b. How many elements are in the subset?	There are two elements in the subset.
	c. Are the blue elements still in Set a?	Yes, the subset is in Set a.
	12a. How many elements are in Set a?	There are four elements in Set a.
	b. Let's count them. (POINT) 1-2-3-4. There are four elements in Set a. Two of the elements of Set a are also elements of the subset.	
	13. What two elements of Set a are also in the subset of Set a?	The blue triangle and blue square are in both Set a and in the subset of Set a.
Subset: [square elements]	14a. C, make a subset of the squares.	There are four elements.
	b. How many elements are in Set a?	There are two elements in the subset of Set a.
	c. How many elements are in the subset of Set a?	

(PUT MATERIALS AWAY)





PROGRAM SCIENCE 14: NAMING SUBSETS (3-09-3a)

<b>MATERIALS:</b> Set Cards a Orange triangles Orange squares Blue triangles Blue squares	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, supervises constructing subsets, and elicits choral responding.	<b>OBJECTIVE(S):</b> Construct subset according to criteria of having or not having a named property.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Set a: [2 orange elements], [2 blue elements]	(HAND OUT BLUE SQUARE, BLUE TRIANGLE, ORANGE SQUARE, AND ORANGE TRIANGLE ON SET CARD a TO EACH CHILD) 1. How many elements does Set a have?		Set a has four elements.
Subset: [blue elements]	2a. Make a subset with the blue triangle and the blue square. b. How many elements does the subset have?	(CHECK)	The subset has two elements.
	c. How many elements does Set a have?		Set a still has four elements.
	d. (POINT) What property do both elements of the subset have?		Both are blue.
	e. We can name this the blue subset. What can we name this?		The blue subset.
Subset: [triangle elements]	3a. Now take the blue square out of the subset and put the orange triangle in the subset. b. Now, what properties do both elements in the subset have?	(CHECK)	They both have three sides; they both are triangles. It is the subset of triangles or the triangle subset.
	c. Give a name for the subset.		
Subset: [orange elements]	4a. Make the orange subset. b. How many elements are in the orange subset?	(CHECK)	There are two elements in the orange subset.

**PROGRAM** SCIENCE 14: NAMING SUBSETS (3-09-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Subset: [square elements]	5a. Make the square subset. b. How many elements are in the subset? c. What property do both elements in this subset have?	(CHECK) There are two elements in the subset. They both have four sides. They both are squares.
Subset: [orange elements]	6a. Make a subset of those elements that are not blue. b. How many elements are in the subset?	(CHECK) There are two elements in the subset.
Subset: [triangle elements]	7. Make a subset of those elements that are not squares.	(CHECK)
Subset: [blue elements]	8. Make a subset of those elements that are not orange.	(CHECK)
(PUT MATERIALS AWAY)		

PROGRAM SCIENCE 15: DICHOTOMIZING (3-10-1b)

<b>MATERIALS:</b> Large loop, 2 small loops, 2 each: blue, orange, yellow circles, squares, triangles	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, supervises constructing of sets, and elicits choral responding.	<b>OBJECTIVE(S):</b> Construct subset, using the common property which dicoto- mizes objects into one of two groups.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>Set: (IN LARGE LOOP) [6 blue, 6 orange elements]</p> <p>Subsets: (IN SMALL LOOPS) [6 blue elements] [6 orange elements]</p> <p>Set: [6 squares, 6 triangles]</p> <p>Subset: [squares] or [triangles]</p>	<p>(PLACE SIX BLUE, SIX ORANGE ELEMENTS RANDOMLY IN LARGE LOOP)</p> <ol style="list-style-type: none"> <li>(POINT TO SET) Here is a set of elements. It can be made into two subsets. (MOVE BLUE ELEMENTS TO ONE SIDE, ORANGE ELEMENTS TO OTHER SIDE, THEN PLACE A SMALL LOOP OVER EACH) What property do all of these elements have?</li> <li>(POINT TO BLUE SUBSET) What can we name this subset?</li> <li>(POINT TO ORANGE SUBSET) What can we name this subset?</li> <li>(REMOVE SMALL LOOPS AND CIRCLES. ADD YELLOW SQUARES AND TRIANGLES RANDOMLY) Now I've added some more elements. How many colors do you see?</li> <li>Can we make two color subsets?</li> <li>If we still want to make only two subsets, is there another property we can use?</li> <li>How many different shapes are there?</li> <li>A, pick out all the elements that go into one shape subset and put them on the table.</li> </ol>		<p>They are all blue.</p> <p>It is the blue subset.</p> <p>It is the orange subset.</p> <p>Three colors.</p> <p>No, there are three colors.</p> <p>Yes, we can use shape.</p> <p>There are two different shapes.</p> <p>(CHECK)</p>

**PROGRAM** SCIENCE 15: DICHOTOMIZING (3-10-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Subset: [squares] or [triangles]</p>	<p>9. What is the name of this subset?</p> <p>10. (HAND SMALL LOOP TO A) Put a loop over the square (or triangle) subset.</p> <p>11. Now <u>B</u>, what can we call the other subset?</p> <p>12. (HAND SMALL LOOP TO B) Put this loop over the other subset.</p> <p>13. What is the name of this subset?</p>	<p>It's the square (or triangle) subset.</p> <p>The triangle (or square) subset.</p> <p>The triangle (or square) subset.</p>
<p>Subsets: [6 squares] [6 triangles]</p>	<p>14. I can count the elements in the square subset. (POINT TO EACH SQUARE) 1-2-3-4-5-6. There are six elements in the square subset. Now you count the elements in the triangle subset. (POINT TO EACH TRIANGLE; COUNT ONLY IF NECESSARY TO PROMPT OR CORRECT) How many elements are in the triangle subset?</p> <p>(PUT MATERIALS AWAY)</p>	<p>There are six elements in the subset.</p>

**PROGRAM SCIENCE 16: SORTING LONG AND SHORT (3-10-3b)**

<b>MATERIALS:</b> Small loops Bag #1: Red candle, link, toothpick; blue straw, nail; Bag #2: Red checker, cloth; coin, stamp, small rock; Pencil, square	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, supervises constructing subsets, and elicits choral responding.	<b>OBJECTIVE(S):</b> Identify common property of length relative to width, sort objects on these dimensions, and construct subset.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Set #1: [candle, toothpick, nail, link, straw] Set #2: [checker, coin, stamp, cloth, rock]  Pencil  Square   Red Subset: [5 red objects] Not-red Subset: [5 non-red objects]	<p>(PLACE LONG OBJECTS FROM BAG #1 IN LOOP; PLACE SHORT OBJECTS FROM BAG #2 IN OTHER LOOP)</p> <ol style="list-style-type: none"> <li>Look at the objects in this loop (POINT TO SET #1). In what way are they alike?</li> <li>(POINT TO SET #2) Are the objects in this set long and thin?</li> <li>All the objects in the first set are long and thin. None in the other set are long and thin. (GIVE PENCIL TO A) A, which set does this object belong in? Place it there.</li> <li>(GIVE SQUARE TO B) B, place this object in the set where it belongs. (PICK UP LOOPS, MIX ELEMENTS, PLACE LOOPS ADJACENT TO ELEMENTS)</li> <li>C, now you arrange the objects in a long, thin set and a short, fat set.</li> <li>There are subsets I can make with these elements. (PLACE 5 RED OBJECTS IN ONE SUBSET AND 5 NON-RED OBJECTS IN SECOND SUBSET) What property do all objects in this subset have? (POINT TO RED SUBSET) We can name this the "red Subset." Say "Red subset."</li> </ol>		<p>They are all long and thin.                       No, they are not long and thin; they are short and fat.                       (CONFIRM OR CORRECT)                       (CONFIRM OR CORRECT)                       (CONFIRM OR CORRECT)                       They all are red.</p>

**PROGRAM** SCIENCE 16: SORTING LONG AND SHORT (3-10-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>6. (POINT TO NON-RED SUBSET) We can name this the <u>not-red</u> subset. Say "Not-red Subset."</p> <p>7. (POINT TO RED SET) What is the name of this subset?</p> <p>8. (POINT TO NON-RED SUBSET) What is the name of this subset?</p> <p>(PUT MATERIALS AWAY)</p>	<p>The red subset.</p> <p>The not-red subset.</p>

**PROGRAM** SCIENCE 17: HARDNESS AND SMOOTHNESS (3-11-1a)

<p><b>MATERIALS:</b> Large loop, loops a, b; sponge, checker, coin, cotton, sandpaper, kleenex, plastic, rock, nail, block, rough, smooth fabrics, wood, balloon, bag, tape, gauze</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, supervises constructing subsets, and elicits choral responding.</p>	<p><b>OBJECTIVE(S):</b> Identify properties of hard-soft or smooth-rough common to ele- ments of a given set; construct subset according to criteria.</p>	<p><b>VOCABULARY:</b> hardness softness rough smooth</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>Subset a: [cotton, kleenex, sponge, balloon] Subset b: [rock, checker, coin, nail, block  Sponge, balloon, checker, coin</p>	<p>(FORM SUBSETS IN LARGE LOOP. LOOP a: COTTON, KLEENEX, SPONGE, BALLOON; LOOP b: ROCK, CHECKER, COIN, NAIL)</p> <ol style="list-style-type: none"> <li>(POINT TO SUBSET a) Let's all feel the elements in Sub- set a. They are all soft. (HAVE EACH CHILD FEEL)</li> <li>(POINT TO b) Now let's feel the objects in Subset b. They are all hard. (HAVE EACH CHILD FEEL)</li> <li>(HOLD UP BLOCK) In which subset does this block belong, Subset a or Subset b? (PLACE BLOCK IN SUBSET b)</li> <li>What is one property that all elements of Subset b have?</li> <li>What property do all elements of Subset a have?</li> <li>Let's count how many elements are in Subset a. (PCINT TO EACH) 1-2-3-4. How many elements are in Subset a?</li> <li>(POINT TO b) Count the elements in Subset b.</li> <li>Which has more elements, Subset a, or Subset b?</li> <li>(REMOVE SPONGE, BALLOON, CHECKER, COIN FROM SUBSETS AND PLACE ON TABLE) A, choose an object and put it in the set where it belongs. (REPEAT FOR EACH CHILD)</li> </ol>		<p>The block belongs in Subset b.  Hardness; they are all hard.  Softness; they are all soft.  Four; there are four ele- ments in Subset a. (POINT) 1-2-3-4-5; there are five elements in subset b. Subset b has more elements. Five is more than four.  (CHECK AND CONFIRM)</p>



**PROGRAM SCIENCE 17: HARDNESS AND SMOOTHNESS (3-11-1a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>a: [gauze, sponge, rock, sandpaper] b: [coin, nail, balloon, plastic]</p>	<p>10. (MAKE NEW SUBSETS a AND b) I have changed the subsets. Subset a has hard and soft objects. Subset b has hard and soft objects. But there is some other property that all elements of Subset b have that none of Subset a have. Feel all the elements of Subset b. Now feel all the elements of Subset a. (POINT TO b) What feels the same about all elements in Subset b?</p>	<p>All feel smooth when you touch them. Your finger slides across them very easily. All of these are rough. Your finger finds it hard to rub across them.</p>
<p>Fabric and wood in paper bag</p>	<p>11. (POINT TO a) What property is the same for all elements in Subset a?</p> <p>12. (HOLD UP) Here is a bag of objects. I'm going to let you feel an object from the bag with your eyes closed. I want you to tell me if it is rough or smooth. Ready? A, close your eyes. (HAND OBJECT) Is it rough or smooth? Now open your eyes. Put the object in the set where it belongs. (REPEAT WITH EACH CHILD)</p>	<p>(CONFIRM OR CORRECT) (CONFIRM OR CORRECT)</p>
	<p>13. What property do all elements in Subset a have?</p> <p>14. What property do all elements in Subset b have?</p> <p>(PUT MATERIALS AWAY)</p>	<p>All are rough. All are smooth.</p>



**PROGRAM SCIENCE 18: SORTING BY COLOR, LENGTH AND EDIBILITY (3-11-3a)**

<b>MATERIALS:</b> Large loops, loops a, b; Red, Yellow: Links, M & Ms, toothpicks; Red: Checker, candle, candy strip; Yellow: Straw, balloon	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, supervises constructing subsets, and elicits choral responding.	<b>OBJECTIVE(S):</b> Construct subset using property of color, length, or edibility.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>Set in large loop:                      [red candle, link, M&amp;M,                      checker, toothpick;                      yellow link, toothpick,                      M&amp;M, straw, balloon]</p> <p>Subset a:                      [5 red elements]                      Subset b:                      [5 yellow elements]</p>	<p>(PLACE LARGE LOOP IN FRONT OF EACH CHILD WITH ONE SET                      OF ALL ELEMENTS EXCEPT CANDY STRIP IN EACH LOOP)</p> <ol style="list-style-type: none"> <li>1. Make two subsets from your set. Put all objects with                          the same property on one side of your loop and all the                          other objects on the other side.                          (IF CHILD DOES NOT SORT BY COLOR SAY) There are many                          ways to make subsets but let's make the first ones by                          color.                          (IF MORE PROMPTING IS NECESSARY, POINT TO SIDE OF LOOP                          AND SAY) What color can we put here?</li> <li>2. Put loop a over the red subset.</li> <li>3. Now put loop b over the yellow subset.</li> <li>4. What other name can we give to Subset b?</li> <li>5. What other name can we give to the other subset?</li> <li>6. Count the elements in the red subset.</li> <li>7. How many elements are in the yellow subset? Count                          them.</li> <li>8. Does one subset have more elements than the other?</li> </ol>		<p>(CORRECT OR CONFIRM)                      (CORRECT OR CONFIRM)                      The yellow subset.                      The red subset.                      1-2-3-4-5; there are five                      elements in the red subset.                      1-2-3-4-5; there are also                      five elements in the                      yellow subset.                      No, they have the same                      number of elements.</p>

**PROGRAM** SCIENCE 18: SORTING BY COLOR, LENGTH AND EDIBILITY (3-11-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Subset a: [6 red elements] Subset b: [5 yellow elements]</p>	<p>9. How many elements are in each subset?</p> <p>10. (HAND OUT RED CANDY STRIPS) Put this candy in the subset where it belongs.</p> <p>11. <u>Now</u>, which subset has the most elements?</p> <p>12. Why does Subset a have more elements?</p> <p>13. Count the elements in the red subset.</p>	<p>There are five elements in each subset.</p> <p>(CHECK AND CONFIRM)</p> <p>Subset a; the red subset has the most elements. We added one more elements.</p> <p>1-2-3-4-5-6; the red subset has <u>six</u> elements now, one more than the yellow subset.</p>
<p>Subset a: [7 long, thin elements]</p> <p>Subset a: [3 good-to-eat elements]</p>	<p>14. Let's make a different subset. (REMOVE LOOPS a, b; MIX ELEMENTS, SET LOOP a INSIDE LARGE LOOP) Now, let's make a subset of all elements that are long and thin.</p> <p>15. What other name can we give to Subset a?</p> <p>16. Let's take away the small loop and mix all the elements. Now we'll make another subset. Put loop a inside the big loop. Now, in subset a, place all the elements that are good to eat.</p> <p>17. What other name can we give to Subset a?</p> <p>18. How many elements are in Subset a?</p> <p>19. Eat the <u>yellow</u> element in Subset a.</p> <p>20. <u>Now</u>, how many elements are in Subset a?</p> <p>21. Eat a <u>round</u> element of Subset a.</p> <p>22. Did it taste the same as the yellow element?</p>	<p>(CHECK AND CONFIRM)</p> <p>It is the long, thin subset.</p> <p>(CHECK AND CONFIRM)</p> <p>The good-to-eat subset.</p> <p>There are three elements in Subset a.</p> <p>There are two elements.</p> <p>Yes, both tasted the same.</p>

**PROGRAM** SCIENCE 18: SORTING BY COLOR, LENGTH AND EDIBILITY (3-11-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>23. Did it <u>feel</u> the same as the yellow element?</p> <p>24. Did they both <u>look</u> the same?</p> <p>25. What sense told you they were different?</p> <p>(PUT MATERIALS AWAY)</p>	<p>Yes, both felt the same; round, small and hard.</p> <p>No, they did not look the same. One was red and the other was yellow.</p> <p>Seeing. Your eye told you the two candies were different. But they both tasted good!</p>

PROGRAM SCIENCE 19: NEGATIVE SUBSETS (3-12-1a)

<p><b>MATERIALS:</b> Loops a,b,c; penny, clip, blue stamp; Red: checker, candle, toothpick, link; Black: checker, toothpick; yellow toothpick</p>	<p><b>GENERAL PROCEDURE:</b> Teacher reads written commentary, supervises construction of subsets, and elicits choral responding.</p>	<p><b>OBJECTIVE(S):</b> Construct and name dichotomous subsets according to criteria of having or not having a given property.</p>	<p><b>VOCABULARY:</b> not metal wax</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>Set in large loop c: [red checker, candle, link, toothpick; black checker, hairpin; yellow toothpick; penny, clip, blue stamp]  Subset a: [4 red elements] Subset b: [6 <u>not</u> red elements]</p>	<p>(PLACE LARGE LOOP c WITH SET OF TEN ELEMENTS IN FRONT OF EACH CHILD)  1a. (HAND OUT LOOPS a) Make a subset of all the <u>red</u> elements and place this loop over it. b. (HAND OUT LOOPS b) Place another loop over the other elements. They are <u>not</u> red. c. What can we name Subset a? d. What can we name Subset b?</p>		<p>Subset a is the red subset. Subset b is the <u>not</u> red subset.</p>
<p>Subset a: [2 black elements] Subset b: [8 <u>not</u> black elements]</p>	<p>2a. Take the red elements out of Subset a and put all elements in Subset b. b. Now put the black elements in Subset a. c. What can we name Subset a? d. What can we name Subset b? e. How many elements do you have in Subset a?</p>		<p>(CHECK) Subset a is the black subset. Subset b is the <u>not</u> black subset. There are two elements in Subset a.</p>
	<p>f. Let's count the elements in Subset b. Put your finger on each element and count with me. (POINT TO EACH ELEMENT) 1-2-3-4-5-6-7-8. How many elements are there in Subset b?</p>		<p>There are eight elements in Subset b.</p>

PROGRAM SCIENCE 19: NEGATIVE SETS (3-12-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Subset a: [6 long elements] Subset b: [4 <u>not</u> long elements]</p>	<p>3a. Now make a subset of all the long, thin elements. We'll call this Subset a. b. Put the other elements in Subset b. c. What can we call Subset a? d. What can we call Subset b?</p>	<p>(CHECK)</p> <p>Subset a is the long, thin, subset. Subset b is the <u>not</u> long, thin subset.</p>
<p>Subset a: [3 round elements] Subset b: [7 <u>not</u> round elements]</p>	<p>4. Now make one subset the round subset and the other subset the <u>not</u> round subset. (REPEAT ABOVE PROCEDURE)</p>	
	<p>5. Now make a paper subset and a <u>not</u> paper subset.</p>	
	<p>6. Wood and <u>not</u> wood.</p>	
	<p>7. Metal and <u>not</u> metal.</p>	
	<p>8. Plastic and <u>not</u> plastic.</p>	
	<p>9. Wax and <u>not</u> wax.</p>	
	<p>(PUT MATERIALS AWAY)</p>	

**PROGRAM** SCIENCE 20: CHOOSING SUBSETS (3-12-3a)

<b>MATERIALS:</b> Large loops; loops a, b; Red: Links, toothpicks, candles; Yellow: tooth- picks, M&Ms, balloons; Blue: Straws, stamps; nails, <b>VISUAL</b>	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, supervises construction of subsets, and elicits choral responding.	<b>OBJECTIVE(S):</b> Dicotomize set of objects by properties and their negation; construct subsets.	<b>VOCABULARY:</b> materials
<b>AUDITORY (TEACHER COMMENTARY)</b>			<b>CONFIRMATION</b>
<ol style="list-style-type: none"><li>1. We have found many ways to make subsets. We can make them by color. Name some colors.</li><li>2. We can make them by shape. Name some shapes.</li><li>3. We can make subsets by how they feel. Name some ways things feel.</li><li>4. There are still other ways of making subsets. One other way to make subsets is by the material that the objects are made of. What are some materials that objects are made of?</li><li>5. We can also make up subsets by properties that the objects do not have. We can have a not-red subset, a not-hard subset, a not-plastic subset, and others.</li><li>6a. (HAND OUT LARGE LOOP, LOOPS a, b, AND SET OF ELEMENTS TO EACH CHILD) Make a subset by any property you want. It can be a property we mentioned or a different one.</li><li>b. Then make the other subset all those objects that do not have the property. (IF CHILD DOES NOT SUCCEED IN MAKING A SUBSET, GIVE HIM A NAME OF A SUBSET TO MAKE, E.G., "MAKE A RED SUBSET.")</li><li>c. (AS EACH CHILD FINISHES ASK THE NAME OF HIS SUBSETS)</li><li>d. (CONTINUE UNTIL EACH CHILD HAS MADE AT LEAST FOUR DIFFERENT SUBSETS) (PUT MATERIALS AWAY)</li></ol>			(CONFIRM) (CONFIRM) Circles, tri- angles, squares, long, etc. Hard, soft, rough, smooth.  Plastic, wood, metal, paper, wax.

PROGRAM SCIENCE 21: INTERSECTION (3-13-2a)

<b>MATERIALS:</b> Large loop, small loops (a,b); Blue: triangle, circle, square; yellow square; red square	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, supervises construction of subsets and intersection, and elicits choral responding.	<b>OBJECTIVE(S):</b> Construct subsets and intersection.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>	
<p>Set: [blue triangle, blue circle, yellow square, red square]</p> <p>Subset a: [blue triangle, blue circle]</p> <p>Subset b: [yellow square, red square]</p>	<p>(PLACE BLUE TRIANGLE, BLUE CIRCLE, YELLOW SQUARE, AND RED SQUARE IN LARGE SET LOOP)</p> <p>1a. How many elements are there in this set?</p> <p>b. How many different colors are there in the set?</p> <p>c. How many different shapes are there in the set?</p> <p>2a. (HAND LOOP a TO CHILD) A, make a subset of the blue elements.</p> <p>b. How many elements are in Subset a?</p> <p>c. (RUN FINGER AROUND SET LOOP) Are the blue elements still in the large set?</p> <p>d. Are the blue elements in both the set and Subset a?</p> <p>e. How many elements are in the set?</p> <p>f. Subset a is part of the set. What do we call "a"?</p> <p>3a. (HAND LOOP b TO CHILD) B, make a subset of the square elements. How many elements are in Subset b?</p> <p>b. How many elements are in the set?</p> <p>c. Subset b is part of the set. What do we call "b"?</p>	<p>There are four elements in the set.</p> <p>There are three colors: blue, red, and yellow.</p> <p>There are three shapes: square, circle, triangle.</p> <p>(CHECK AND CONFIRM)</p> <p>There are two elements in Subset a (POINT).</p> <p>Yes, they are still inside the loop.</p> <p>Yes, the blue elements are in both sets.</p> <p>There are four elements in the set (COUNT).</p> <p>We call it a subset.</p> <p>There are two elements in Subset b.</p> <p>There are four elements in the set.</p> <p>"b" is a subset.</p>	



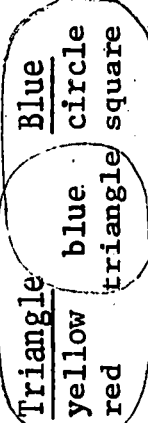
**PROGRAM SCIENCE 21: INTERSECTION (3-13-2a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Blue square</p> <p>Subset a:      Subset b:</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-right: 10px;"> <p>Blue triangle circle</p> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px;"> <p>Square blue yellow square blue</p> </div> </div>	<p>4a. (HOLD UP) Here is another element. We are going to put it into the set. Which subset should we put it in, a or b?</p> <p>b. How can we put this blue square in both the blue and the square subsets?</p> <p>5a. (OVERLAP LOOPS a AND b; PLACE BLUE SQUARE IN INTERSECTION) Is the blue square in Subset a?</p> <p>b. Is the blue square in Subset b?</p> <p>c. Is the blue square in the large set?</p> <p>d. How many sets is the blue square in?</p> <p style="text-align: center;">(PUT MATERIALS AWAY)</p>	<p>It's blue so it should go in the blue subset; but it's a square, so it should go in the square subset. It should go in both subsets. We can move the loops so they cross.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>It's in three sets. (RUN FINGER AROUND EACH) It's in the large set, Subset a, and Subset b.</p>

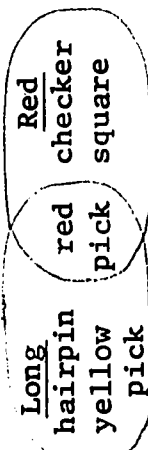


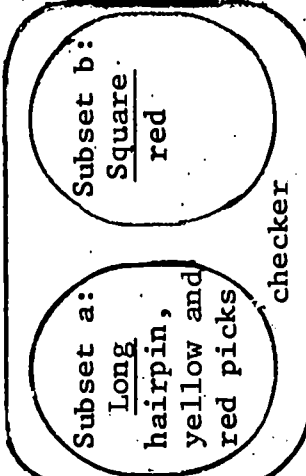
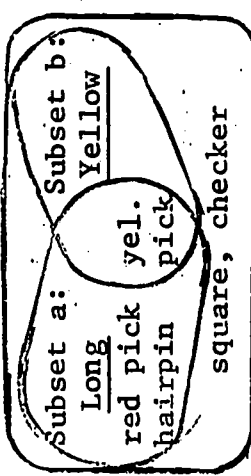
PROGRAM SCIENCE 22: INTERSECTION (3-13-4b)

MATERIALS: Large set loops, small loops (a, b); yellow triangles, red triangles; blue: circles, squares, triangles	GENERAL PROCEDURE: Teacher presents taped commentary, supervises construction of subsets and intersection, and elicits choral responding.	OBJECTIVE(S): Construct subsets and intersection.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>Set: [blue circle, blue square, red triangle, yellow triangle]</p> <p>Subset a: [red triangle, yellow triangle]</p>	<p>(PLACE LARGE SET LOOP WITH BLUE CIRCLE, BLUE SQUARE, RED TRIANGLE, YELLOW TRIANGLE IN FRONT OF EACH CHILD)</p> <p>1. How many elements are in the large set?</p> <p>2a. (HAND OUT LOOP a) Make a subset of the triangles.</p> <p>b. How many elements are there in Subset a? Let's count them. Touch the elements as you count. Ready? One, two. There are two elements in Subset a. How many elements are in Subset a?</p> <p>c. (RUN FINGER AROUND LARGE LOOP) How many elements are in the large set? Let's count them. Touch the elements as we count. Ready? 1-2-3-4. There are four elements in the large set. How many elements are in the set?</p> <p>3a. (HAND OUT LOOP b) Make a subset of blue elements.</p> <p>b. How many elements are in the blue subset?</p> <p>c. What do we call a set that is part of another set?</p> <p>d. How many elements are in the large set?</p> <p>4a. (HAND OUT) Here is another element. Place the blue triangle where it belongs.</p> <p>b. Does the blue triangle belong in the blue subset?</p> <p>c. Does the blue triangle belong in the triangle subset?</p>		<p>Four elements are in the large set. (CHECK AND CONFIRM)</p> <p>There are two elements in Subset a.</p> <p>There are four elements in the set.</p> <p>There are two elements in the blue subset. It is a subset. There are four elements in the set.</p> <p>Yes, the blue triangle belongs in the blue subset. Yes, it belongs in the triangle subset.</p>
<p>Subset b: [blue circle, blue square]</p>			
<p>Blue triangle</p>			

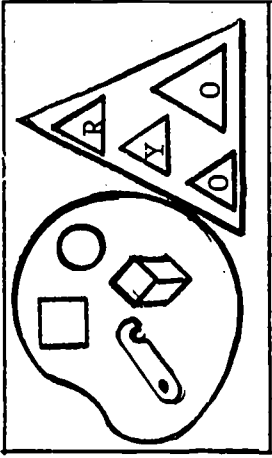
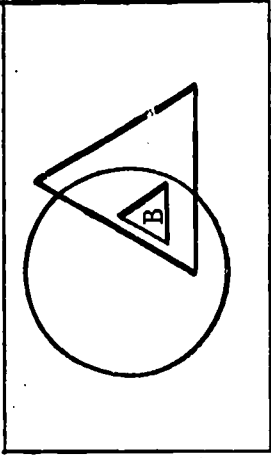
VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Subset a:      Subset b:</p> 	<p>4d. How do we place the blue triangle in both subsets at the same time?</p> <p>5. How many elements are in the large set? Count them.</p> <p>6. How many elements are in Subset a? Count them.</p> <p>7. How many elements are in Subset b?</p> <p>8. How many elements are in both Subset a and Subset b?</p> <p>(PUT MATERIALS AWAY)</p>	<p>We move the loops so they CROSS (CORRECT IF NEEDED, CONFIRM).</p> <p>1-2-3-4-5. There are five elements in the set.</p> <p>1-2-3. There are three elements in Subset a.</p> <p>There are three elements in Subset b.</p> <p>There is <u>one</u> element, the blue triangle, that is in both Subset a and Subset b.</p>

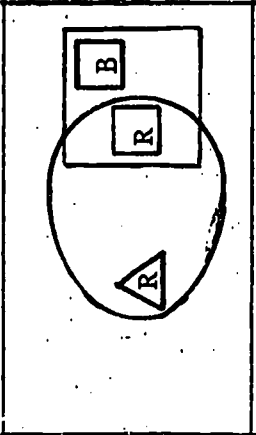
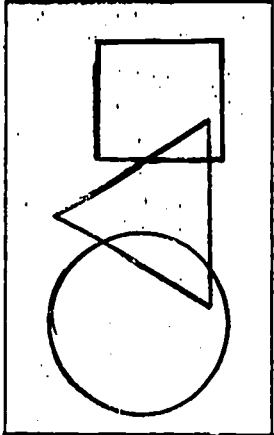
PROGRAM SCIENCE 23: INTERSECTION (4-01-1a)

<p><b>MATERIALS:</b> Large loops, loops a, b; Red: checkers, toothpicks, squares; yellow toothpicks, hairpins</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, supervises construction of sub-sets and intersections, and elicits choral responding.</p>	<p><b>OBJECTIVE(S):</b> Construct subsets and intersections.</p>	<p><b>VOCABULARY:</b> overlap</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p><b>Set:</b> [Red: checker, square, toothpick; hairpin, yellow toothpick]</p> <p><b>Subset a:</b>      <b>Subset b:</b></p> 	<p>(PLACE LARGE LOOP WITH SET OF ELEMENTS IN FRONT OF EACH CHILD; HAND OUT LOOP a)</p> <ol style="list-style-type: none"> <li>1. Make a subset of long elements.</li> <li>2. (HAND OUT LOOP b) Make a subset of red elements.</li> </ol>		<p>(CONFIRM OR CORRECT)</p> <p>(IF NO INTERSECTION WITH RED TOOTHPICK, SAY: "DOESN'T THAT ELEMENT ALSO BELONG IN THE RED SUBSET? HOW CAN WE MAKE IT BELONG IN BOTH?" IF STILL INCORRECT, OVERLAP LOOPS.)</p>
	<p>3. The red checker is in how many sets?</p>		<p>It is in two sets, the large set and Subset b.</p>
	<p>4. The red toothpick is in how many sets?</p>		<p>The red toothpick is in all three sets, the large set, Subset a and Subset b.</p>
	<p>5. How many elements are in Subset a?</p>		<p>There are three elements in Subset a: the hairpin, the yellow toothpick, and the red toothpick.</p>
	<p>6. How many elements are in Subset b?</p>		<p>There are three elements in Subset b: the checker, the square, and the red toothpick.</p>

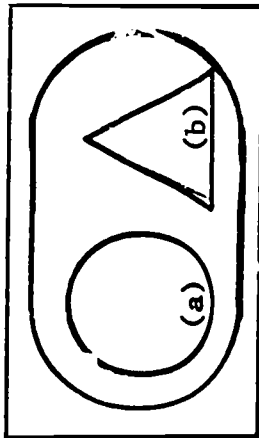
VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>7. How many elements are in the set?</p> <p>8a. Pick up the loops a and b.              b. With loop a, make a subset with long elements again.              c. Now with loop b, make a subset with square elements.              d. Can we put the red checker in one of the subsets?              e. Is the red checker in any set?</p>	<p>All five elements are in the large set.              (CHECK)              (CORRECT OR CONFIRM)              (CORRECT OR CONFIRM)              No, it is not long and it is not square.              Yes, it is still in the large set.</p>
	<p>9a. Pick up loop b.              b. Make b a yellow subset. You will have to cross the loops              The sets <u>overlap</u>.</p> <p>(PUT MATERIALS AWAY)</p>	<p>(CHECK)              (CORRECT OR CONFIRM)</p>

PROGRAM SCIENCE 24: INTERSECTION CARDS (4-01-3a)

<p>MATERIALS:</p> <p>Cards; Blue: square, circle, link, cube; red square; Triangles: blue, yellow, orange (large, small), red; Tape</p>	<p>GENERAL PROCEDURE:</p> <p>Teacher presents taped commentary, supervises construction of subsets and intersection, and elicits choral responding.</p>	<p>OBJECTIVE(S):</p> <p>Construct subsets and intersection.</p>	<p>VOCABULARY:</p>
<p>VISUAL</p>	<p>AUDITORY (TEACHER COMMENTARY)</p>	<p>CONFIRMATION</p>	
	<p>(PLACE SET CARD #1 AND ALL ELEMENTS EXCEPT BLUE TRIANGLE AND RED SQUARE ON TABLE)</p> <p>1. This card has a large set and two subsets drawn on it. (POINT) Subset a has a blue line around it; it is the blue subset. Subset b is shaped like a triangle; it is the triangle subset.</p> <p>Make a blue set and a triangle set (HAVE EACH CHILD PLACE AN ELEMENT IN SET).</p>		
	<p>2a. (HOLD UP BLUE TRIANGLE) Where does this element belong?</p> <p>b. We can't make these sets overlap like we did with the loops. We'll have to use another drawing (REMOVE ELEMENTS, TURN CARD OVER).</p> <p>c. Here we have the same sets overlapping. (HAND TRIANGLE TO CHILD TO PLACE) Where does the blue triangle go?</p> <p>d. (HAVE EACH CHILD PLACE ELEMENT) Now, one at a time, place the other elements in their places. (IF CHILD PLACES IN INTERSECTION ANY ELEMENT OTHER THAN BLUE TRIANGLE, SAY "THIS ELEMENT IS BLUE (OR A TRIANGLE), BUT IT IS NOT BOTH BLUE AND A TRIANGLE. PLACE IT IN THE SUBSET WHERE IT BELONGS.")</p>	<p>It belongs in both the blue set and the triangle set.</p> <p>(CHECK AND CONFIRM)</p>	
	<p>3. (HOLD UP RED SQUARE) Does this element have a place in one of the sets?</p>		<p>No, it is neither blue nor a triangle.</p>

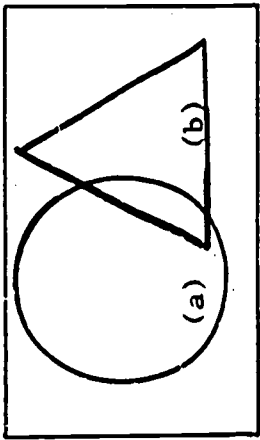
VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>4. (REMOVE ALL ELEMENTS FROM CARD #1) Let's use another card. (PLACE SET CARD #2 ON TABLE) Now we have a red set and a square set. Place all the elements that belong in these sets. Leave the others.</p>	<p>(CHECK AND CONFIRM)</p>
	<p>5. (REMOVE ELEMENTS, TURN CARD OVER) Now, one at a time, place all the elements that you can.</p> <p>(SET BOARD INCLUDES TRIANGLE, SQUARE, AND CIRCLE. CIRCLE HAS BLUE OUTLINE; SQUARE HAS RED OUTLINE.)</p> <p>(OBJECTS IN</p> <ul style="list-style-type: none"> <li>TRIANGLE: RED, YELLOW, SMALL ORANGE, LARGE ORANGE TRIANGLES</li> <li>CIRCLE: LINK, CUBE, BLUE CIRCLE</li> <li>SQUARE: RED SQUARE</li> </ul> <p>CIRCLE-TRIANGLE INTERSECTION: BLUE TRIANGLE          TRIANGLE-SQUARE INTERSECTION: BLUE SQUARE)</p> <p>(PUT MATERIALS AWAY)</p>	<p>(CHECK AND CONFIRM)</p>

PROGRAM SCIENCE 25: INTERSECTION CARDS (4-02-1a)

<p><b>MATERIALS:</b> Cards, red squares, red checkers; Triangles: red, blue, yellow; Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, supervises construction of subsets and intersection, and elicits choral responding.</p>	<p><b>OBJECTIVE(S):</b> Construct subsets and intersection.</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
	<p>(PLACE CARD IN FRONT OF EACH CHILD) This card has a large set and two subsets drawn on it. (POINT) Subset a is made with a red line; it is the <u>red</u> subset. (POINT) Subset b is shaped like a triangle; it is the <u>triangle</u> subset.</p> <ol style="list-style-type: none"> <li>1. (HAND OUT RED SQUARES) Here is an element. Put the element in the correct subset.</li> <li>2. (HAND OUT BLUE TRIANGLES) Here is another element. Put this element in the correct subset.</li> <li>3. (HAND OUT YELLOW TRIANGLES, RED CHECKERS) Here are two more elements. Place them in the correct subset.</li> <li>4a. (HOLD UP RED TRIANGLE) Can you place this element where it belongs?</li> <li>b. What did we do the other day when we had an element that belonged in two subsets?</li> </ol>		<p>(CHECK, CONFIRM) The red element goes in the red subset.</p> <p>(CHECK, CONFIRM) The triangle goes in the triangle subset.</p> <p>(CHECK AND CONFIRM)</p> <p>No, it belongs in both the red subset and in the triangle subset.</p> <p>We put one loop over the other so we could put the element in both subsets.</p>



**PROGRAM** SCIENCE 25: INTERSECTION CARDS (4-02-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>4c. Take the objects off your card and turn the card over. Now Subset a and Subset b overlap.</p> <p>d. (HAND OUT RED TRIANGLE) Place the red triangle where it belongs.</p> <p>5. Place the other four elements where they belong. (IF CHILD PLACES IN INTERSECTION ANY ELEMENT OTHER THAN RED TRIANGLE, SAY "THIS ELEMENT IS RED (OR A TRIANGLE), BUT IT IS NOT BOTH RED AND A TRIANGLE. PLACE IT IN THE SUBSET WHERE IT BELONGS".)</p> <p>(PUT MATERIALS AWAY)</p>	<p>The red triangle belong in both the red subset and the triangle subset</p>



PROGRAM SCIENCE 26: VENN DIAGRAMS (4-02-3a)

<p>MATERIALS:</p> <p>Student Booklets, Marking pens, Tape; Red: checker, triangle, link; blue square</p>	<p>GENERAL PROCEDURE:</p> <p>Teacher presents taped commentary and supervises booklet marking.</p>	<p>OBJECTIVE(S):</p> <p>Mark position of object in Venn diagram on the two dimensions of color and shape.</p>	<p>VOCABULARY:</p>
<p>VISUAL</p>	<p>AUDITORY (TEACHER COMMENTARY)</p>		<p>CONFIRMATION</p>
<p>Red circle, triangle Red checker</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>1a. Open your books to the first page. You see a red circle and a triangle. (HOLD UP RED CHECKER) In which set does this element belong?</p> <p>b. Mark the set in which it belongs.</p>		<p>The checker is red, so it belongs in the red subset.</p>
<p>Green circle, <u>square</u> Blue square</p>	<p>2a. Here you see a green circle and a square. (HOLD UP BLUE SQUARE) In which set does this element belong?</p> <p>b. Mark it.</p>		<p>The blue square belongs in the square subset.</p>
<p>Red circle, <u>intersection</u>, square Red square</p>	<p>3a. This page has a red circle and a square. Look at the dot on the left (POINT). What subset does it represent?</p> <p>b. What does the dot on the right represent? (POINT)</p> <p>c. (HOLD UP RED SQUARE) Look at this element. It belongs in the red set and in the square set. There is a dot which tells where this element belongs. Mark where this element belongs.</p>		<p>It is for the elements that are red but <u>not</u> square. It is for the elements that are square but <u>not</u> red.  It belongs in both sets because it is both red and a square.</p>
<p>Red circle, intersection, <u>square</u> Blue square</p>	<p>4. (HOLD UP BLUE SQUARE) Mark where this element belongs.</p>		<p>It is a square so it belongs in the square set. It is not red, so it does not belong in the red set.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Red circle, intersection, triangle</p> <p>Red triangle</p>	<p>5a. (OUTLINE RED CIRCLE WITH FINGER) What property do all the elements in this set have?</p> <p>b. (OUTLINE TRIANGLE) What property do all the elements in this set have?</p> <p>c. (HOLD UP RED TRIANGLE) Mark where this element belongs.</p>	<p>They all have the property of being red.</p> <p>They all have the property of being triangles.</p> <p>It is both red and a triangle. It belongs in both sets.</p>
<p>Red circle, intersection, triangle</p> <p>Red link</p>	<p>6. (HOLD UP RED LINK) Mark where this element belongs.</p> <p>(PUT MATERIALS AWAY)</p>	<p>It is red, but <u>not</u> a triangle. It goes in the red set.</p>

PROGRAM MATH-SCIENCE 27: NUMERALS (4-03-1a)

MATERIALS: Numeral Strips Tape	GENERAL PROCEDURE: Teacher presents taped commentary, explains rules and supervises game.	OBJECTIVE(S): Name numeral and count in sequence.	VOCABULARY:																														
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION																														
<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	1	2	3	4	5	6	7	8	9	10																					<p>(HOLD UP NUMERAL STRIP)</p> <p>1. Here we have the numerals from one to ten. Let's count together to ten. Ready, begin. (TOUCH BELOW EACH NUMBER JUST AFTER COUNT) 1-2-3-4-5-6-7-8-9-10.</p> <p>2. (HAND OUT NUMERAL STRIPS) We're going to play a game called "Touch the Numeral." I am going to say the names of the numerals. When you hear a name, quickly put your finger on the numeral. Leave your finger there until you hear another one, then move your finger to the next numeral. When I say "stop," don't move your finger. Ready? <u>One</u>. Put your finger on "one" and leave it there. <u>Two</u>. Quickly put your finger on "two." <u>Three</u>. Stop!</p> <p>3. Now take your finger off and get ready to start again. Ready? 1-2-3-4-5-6- Stop!</p> <p>4. Let's start again. 1-2-3-4-5-6-7- Stop! Is your finger still on "seven?"</p> <p>5. Ready? 1-2-3-4-5- Stop! Is your finger on "five?"</p> <p>6. Ready? 1-2-3-4- Stop! What numeral is your finger on?</p> <p>7. Ready? 1-2-3-4-5-6-7-8- Stop! What numeral are you on?</p> <p>8. Ready? 1-2-3-4-5-6-7- Stop! What numeral are you on?</p> <p>9. Ready? 1-2-3-4-5-6-7-8-9-10- Stop! What numeral? (PUT MATERIALS AWAY)</p>		<p>Your finger should still be on "three."</p> <p>(CHECK, CONFIRM)</p> <p>(CHECK, CONFIRM)</p> <p>(CHECK, CONFIRM)</p> <p>It should be on "four."</p> <p>You should be on "eight."</p> <p>You should be on "seven."</p> <p>You should be on "ten."</p>
1	2	3	4	5	6	7	8	9	10																								

(4-03-3a)

MATERIALS: Numeral strips Numeral cards 6, 9 Paper clip Tape	GENERAL PROCEDURE: Teacher presents taped commentary, demonstrates counting, and elicits choral responding.	OBJECTIVE(S): (SAME AS MATH-SCIENCE 27)	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
Numeral strip	<p>(HOLD UP NUMERAL STRIP)</p> <p>1. Let's count the numerals. Ready, count together: (POINT JUST AFTER COUNT) 1-2-3-4-5-6-7-8-9-10. There are ten numerals.</p> <p>2. (POINT TO 6) What numeral is this?</p> <p>(HAND OUT NUMERAL STRIPS)</p> <p>3a. To find the name of a numeral, we can count to it. (POINT TO 8) What numeral is this? If you don't know, let's count together. Put your finger on the numeral just <u>after</u> we say it. Ready? 1-2-3-4-5-6-7-8. Are we on the same numeral?</p> <p>b. What do we call it?</p> <p>c. (POINT) What is this numeral?</p> <p>4a. Let's try another. (POINT TO 7) What is this numeral? Count with your finger until you reach it (PAUSE TO SEE IF CHILDREN CAN COUNT ALONE). What numeral is it?</p> <p>b. Now let's count it together. Ready? 1-2-3-4-5-6-7.</p> <p>c. (POINT) Your finger should be on this numeral. What did we call it?</p> <p>5a. (PLACE PAPER CLIP BELOW 10, POINT) Now let's find the name of this numeral. Count together. Ready? 1-2-3-4-5-6-7-8-9-10.</p> <p>b. (POINT) What did we call this numeral?</p>		<p>Let's count to find out for sure what it is. 1-2-3-4-5-6. It is six</p> <p>Yes. It is eight. It is the numeral eight</p> <p>It is seven.</p> <p>We called it seven.</p> <p>We called it ten.</p>
Paper clip on numeral strip			

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Numerals card 6, paper clip on numeral strip</p>	<p>(COLLECT NUMERAL STRIPS) Hand me your numeral strips.</p> <p>6a. (HOLD UP CARD) Now let's find the name of this numeral. A, you point to the same numeral on the numeral strip. I'll mark it with the paper clip (DEMONSTRATE).</p> <p>b. Now I am going to count to the end of the strip. You listen carefully and remember what I call this numeral. Ready? 1-2-3-4-5-6-7-8-9-10. (POINT TO 6) What did I call this numeral?</p>	<p>(CHECK, CONFIRM)</p> <p>It is six.</p>
<p>Numerals card 9, paper clip on numeral strip</p>	<p>7a. Let's try another numeral. (HOLD UP CARD) B, point to this numeral on my numeral strip.</p> <p>b. (PLACE PAPER CLIP BELOW 9) Again I'll count to the end, and you listen for the name of this numeral (HOLD UP CARD). Ready? 1-2-3-4-5-6-7-8-9-10. (POINT TO 9) What is the name of this numeral?</p> <p>(PUT MATERIALS AWAY)</p>	<p>(CHECK, CONFIRM)</p> <p>It is nine.</p>

**PROGRAM MATH-SCIENCE: NUMERAL PRACTICE (4-04-; 4-05-)**

<b>MATERIALS:</b> Numeral strips	<b>GENERAL PROCEDURE:</b> Teacher demonstrates and supervises counting.	<b>OBJECTIVE(S):</b> Identify and select numeral.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
	<p>(FOR TWO WEEKS, STARTING AFTER MATH-SCIENCE 28, GIVE NUMERAL PRACTICE WITH THE NUMERAL STRIP ON DAYS WHEN NO MATH-SCIENCE IS SCHEDULED.)</p> <p>(USE THREE DIFFERENT NUMBERS FROM 1-10 EACH DAY, EMPHASIZING NUMBERS 6-10.)</p> <p>(FOR EXAMPLE, SAY: "Let's find the numeral 8. Touch the numerals as we count together to 8. Ready? 1-2-3-4-5-6-7-8."</p> <p>IF CHILDREN ARE ABLE TO COUNT TO THE NUMERAL, HAVE THEM DO SO.)</p>		<p>CHECK, CONFIRM.</p>

PROGRAM MATH-SCIENCE 29: LOCATING NUMERALS (4-04-1a)

<b>MATERIALS:</b> Numeral strips Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, supervises numeral counting and booklet marking.	<b>OBJECTIVE(S):</b> Count to given numeral on strip, and select same numeral in marking booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<div> <div>9</div> <div>5</div> <div>7</div> </div>	<p>(HAND OUT NUMERAL STRIPS)</p> <p>A. Let's all count to ten together, touching the numerals after we count. Ready? 1-2-3-4-5-6-7-8-9-10.</p> <p>(HAND OUT BOOKLETS)</p> <p>1a. Open your booklets to page one. One of these numerals is seven. Let's find out for sure which numeral is seven by counting on our numeral strip. Let's point as we count. Ready? (POINT) 1-2-3-4-5-6-7. The numeral we are on now is seven.</p> <p>(HAND OUT MARKING PENS)</p> <p>b. On page one, mark the numeral that is the same as the one you are point to. Mark the "seven."</p> <p>2a. Let's count with our fingers on the numeral strip up to six. Ready? 1-2-3-4-5-6.</p> <p>b. Mark the "six" in your booklet on page two.</p> <p>3a. Let's count to eight on the numeral strip. Ready? 1-2-3-4-5-6-7-8.</p> <p>b. Mark the "eight" in your booklet on page three.</p> <p>c. What was the name of the numeral you just marked?</p>		<p>(CHECK AND CONFIRM)</p> <p>The last numeral on the page is the seven.</p> <p>(POINT) The middle numeral is the six.</p> <p>The first numeral is eight. It was an eight.</p>

PROGRAM MATH-SCIENCE 29: LOCATING NUMERALS (4-04-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
6    3    10 <u>  </u>	4a. (POINT) Look at the page number at the bottom. What is the number on this page? b. Let's count to three. Ready? 1-2-3. Mark the "three" on page four.	It is page four. The three is the middle numeral.
10    8    9 <u>  </u>	5a. Point to the page number. (POINT) Tell me, what page are we on now? b. Let's count to ten on the numeral strip. Ready? 1-2-3-4-5-6-7-8-9-10. Mark the "ten" on page five. c. What is the first numeral on this page?	It is page five. Ten is the first numeral on page five. It is a ten.
6    9    8 <u>  </u>	6a. What is the page number? b. Let's count to nine. Ready? 1-2-3-4-5-6-7-8-9. Mark the "nine" in your booklet on page six. c. What is the middle numeral?	Six. It is page six. Nine is the middle numeral. It is nine.

(PUT MATERIALS AWAY) (TEACHERS CONFERENCE)

CONFIRMATION(2)

CONFIRMATION (4-04-1a)



**PROGRAM** MATH-SCIENCE 30: MATCHING NUMERALS (4-04-3a)

<b>MATERIALS:</b> Numeral strips Student Booklets Marking pens Set Cards, Candies Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates and supervises material placement on cards, supervises booklet marking.	<b>OBJECTIVE(S):</b> Select numeral representing the number of elements in a given set on numeral strip.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
6 candies on set card  Numeral strip	<p>(HAND OUT BOOKLETS, SET CARDS, NUMERAL STRIPS; PLACE SIX CANDIES ON EACH SET CARD)</p> <p>1a. Count how many candies you have. Tell me, how many do you have? (TOUCH EACH CANDY IN CHILD'S SET AS YOU COUNT)</p> <p>b. (HOLD UP NUMERAL STRIP) Which numeral here is a six? Let's check by counting to six on the numeral strip. Ready? 1-2-3-4-5-6.</p> <p>c. There is another way to find the numeral six. We can put the six candies on this numeral strip. Start by putting a candy on numeral one, then two, and then three, and keep putting candies down until all six candies have been used. Put all your candies on your numeral strip. The last candy is on the six.</p> <p>(HAND OUT MARKING PENS)</p>		1-2-3-4-5-6. There are six candies.  (CHECK AND CONFIRM)
7      6      5	<p>d. Open your booklets to page one and mark the numeral six.</p> <p>e. Put the candies back on your set card.</p> <p>(ADD TWO MORE CANDIES TO EACH SET)</p>		(CHECK AND CONFIRM)
8      6      9	<p>2a. Put your candies on the numeral strip to find the numeral for this set.</p> <p>b. Now mark the <u>same</u> numeral in your booklet on page two.</p> <p>c. What is the name of the numeral? Count to it if you</p>		

## VISUAL

## AUDITORY (TEACHER COMMENTARY)

**CONFIRMATION**

don't know its name. (ASK EACH CHILD TO NAME THE EIGHT OR COUNT TO IT ON THE NUMERAL STRIP)

2d. Put the candies back on your set card. How many elements are in your set?

(ADD TWO MORE CANDIES TO EACH SET)

-3a. Find the numeral for this set, Then mark it in your booklet on page three.

(IF CHILD MARKS BEFORE TRANSFERRING CANDIES ASK HIM IF HE HAS WORKED OUT THE ANSWER; ASSIST IF NECESSARY)

b. What is the name of the numeral? Let's check by counting. Ready? 1-2-3-4-5-6-7-8-9-10. The numeral is ten.

c. How many elements were in your set?

Ten. There were ten elements.

**Eight.** There are eight elements in the set.

PROGRAM MATH-SCIENCE 31 (4-05-2a)			
MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Numeral strips Students' Booklets Marking pens Set cards, Raisins Tape	Teacher presents taped commentary, supervises material placement and booklet marking.	(SAME AS MATH-SCIENCE 30)	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
	(HAND OUT BOOKLETS, SET CARDS, NUMERAL STRIPS, PENS; PLACE FIVE RAISINS ON EACH SET CARD) Here is a set of raisins for each of you.		
Numeral strip, 5 raisins on set card	1a. Count how many raisins you have. How many raisins do you have? b. Put them on your numeral strip the same way you did last time. Point to the <u>last</u> numeral you will put a raisin on. Put the raisins on to check your answer. c. Put your raisins back on your set cards. d. Open your booklets to page one. Mark the numeral for the number of raisins in your set.		You each have five.
4     5     6	2a. Now I will give you each one more raisin (HAND OUT). Count your raisins. How many do you have now? b. Point to the six on your numeral strip. Check by putting the raisins on the numeral strip. c. Mark the numeral for the number of raisins in your set. d. Put the raisins back on your set card.		You have six. (CHECK AND CONFIRM)
7     5     6	3a. Now I will add one more raisin to each set (HAND OUT). Count your raisins and put them on the numeral strip. b. Mark the numeral for the number of raisins in the set. c. Put the raisins back on the set card. How many raisins are in your set?		(CHECK AND CONFIRM)  Seven. There are seven raisins.
5     7     8			

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
9	6	8	(CHECK AND CONFIRM)
		<p>4a. Now we will add one more raisin to each set (HAND OUT). How many raisins do you have now? I think you know the answer, but let's check anyway. Count them, then place the raisins on the numeral strip.</p> <p>b. Now mark the numeral in your booklet.</p> <p>c. Put all your raisins back on the set card.</p>	
8	9	10	
		<p>5. Now let's add another raisin (HAND OUT). Check the numeral as before and mark the numeral in your booklet.</p>	
		(PUT MATERIALS AWAY)	

PROGRAM MATH-SCIENCE 32: INDIRECT CORRESPONDENCE (4-05-4a)

<b>MATERIALS:</b> Numeral strips Student Booklets Marking pens Raisins Tape	<b>GENERAL PROCEDURES:</b> Teacher presents taped commentary, supervises material placement on cards, supervises booklet marking.	<b>OBJECTIVE(S):</b> Draw one-to-one correspondence between printed set and numeral strip; mark appropriate numeral in booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>ADDITIONAL (TEACHER COMMENTARY)</b>	<b>CONFESSION</b>	
Numeral strip and ten raisins  [6 raisins] 4    5    6	<p>(HAND OUT BOOKLET, MARKING PEN, NUMERAL STRIP, AND TEN RAISINS TO EACH CHILD) Open your booklets to page one.</p> <p>1a. (POINT) Here we have a set of raisins. Last time we found the numeral for the set by putting the raisins on the numeral strip. Can we move the raisins in the picture set to the numeral strip?</p> <p>b. There is something we can do to find the numeral. Put a real raisin on top of a raisin in the set.</p> <p>c. Look at the set of raisins. Do we have more real raisins, more raisins in the set, or are they the same number?</p> <p>d. Let's find the numeral for the raisins. Move the real raisins to your numeral strip.</p> <p>e. Is the numeral for the raisins in the set the same as the numeral for the real raisins?</p> <p>f. Count the real raisins on your numeral strip. Then count the raisins in the set. How many raisins did you count?</p> <p>g. How many real raisins did you count?</p> <p>h. Do the real raisins and the raisins in the set have the same numeral and the same number?</p> <p>i. Mark in your booklet the numeral for the raisins in the set.</p>	<p>No, not unless we cut them out. (CHECK, CONFIRM)</p> <p>They are the same. (CHECK, CONFIRM)</p> <p>Yes. Six. Six.</p> <p>Yes, they are the same.</p>	

**PROGRAM MATH-SCIENCE 32: INDIRECT CORRESPONDENCE (4-05-4a)**

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>[8 raisins]</p> $\begin{array}{r} 8 \\ 7 \\ \hline 9 \end{array}$	<p>2a. (POINT) Look at this set of raisins. Place real raisins on the set of raisins.</p> <p>b. Move the real raisins to your numeral strip, then mark the numeral for the set of raisins.</p> <p>c. Tell me, how many raisins are in the set on page two? Count them if you don't know.</p> <p>d. How many real raisins do you have?</p>	<p>(CHECK, CONFIRM)</p> <p>Eight. There are eight raisins in the set.</p> <p>Eight, the same number as the set of raisins.</p>
<p>[7 raisins]</p> $\begin{array}{r} 8 \\ 7 \\ \hline 9 \end{array}$	<p>3a. Use your real raisins like you did before to find the numeral for this set (POINT).</p> <p>b. What is the name of the numeral? Count if you need to.</p>	<p>(CHECK, CONFIRM)</p> <p>Seven. There are seven elements in the set.</p>
<p>[10 squares]</p> $\begin{array}{r} 8 \\ 9 \\ \hline 10 \end{array}$	<p>4a. (POINT) Here is a set of squares. Use your real raisins like you did before to find the numeral for this set of squares.</p> <p>b. How many squares are there? Count them to make sure.</p> <p>c. How many raisins did you use?</p> <p>(PUT MATERIALS AWAY)</p>	<p>(CHECK, CONFIRM)</p> <p>Ten. There are ten squares in the set.</p> <p>The same number, ten.</p>

<b>MATERIALS:</b> Numeral strips Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, supervises numeral counting and booklet marking.	<b>OBJECTIVE(S):</b> Mark numeral corresponding to a given set, and identify numerals one to five by marking appropriately in booklet.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Numeral Strip [3 different shapes] $\begin{array}{c} 2 \\ 3 \\ 4 \end{array}$ [5 different shapes] $\begin{array}{c} 3 \\ 4 \\ 5 \end{array}$ [1 shape] $\begin{array}{c} 1 \\ 2 \\ 3 \end{array}$ [2 different shapes] $\begin{array}{c} 1 \\ 2 \\ 3 \end{array}$ [4 different shapes] $\begin{array}{c} 2 \\ 3 \\ 4 \end{array}$ [1 shape] $\begin{array}{c} 2 \\ 1 \\ 3 \end{array}$ [2 different shapes] $\begin{array}{c} 2 \\ 5 \\ 3 \end{array}$	(HAND OUT BOOKLETS, MARKING PENS, AND NUMERAL STRIPS) Open your booklets to the first page. 1a. Count the number of elements in this set. How many elements are there? b. Point to the three on your numeral strip. The numeral three tells how many elements are in the set. 2a. Again. Count how many elements are in this set. b. Find the correct numeral for the set on your strip and mark the numeral in your booklet. 3. Count how many and mark the numeral for this set. (IF INCORRECT, SAY "COUNT AGAIN") 4. Count how many and mark the numeral for this set. 5. Mark the numeral for this set. (COLLECT NUMERAL STRIPS) 6. Let's answer these without the numeral strip. Count how many and mark the numeral for this set. 7. Count how many and mark the numeral for this set.		There are three elements.  There are five elements.  There is one element in this set.  There are two elements.  There are four elements.

**Procedure** MATH-SCIENCE 33: NUMERALS 1-5 (4-06-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
[5 different shapes] 3    5    4	8. Count how many and mark the numeral.	
[3 different shapes] 2    3    4	9. Mark the numeral that tells how many in this set.	
[4 different shapes] 2    3    4	10. Mark the numeral for this set.	
4    3    5	11. Mark the numeral five.	
3    5    2	12. Mark the numeral three.	
7    4    9	13. Mark the numeral four.	
3    7    2	14. Mark the numeral two.	
4    9    7	15. Mark the numeral four.	
5    2    3	16. Mark the numeral three.	
	(PUT MATERIALS AWAY)	



PROGRAM MATH-SCIENCE 34: NUMERALS 6 AND 7 (4-06-3a)

<b>MATERIALS:</b> Student Booklets Crayons Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, supervises writing numerals and booklet marking.	<b>OBJECTIVE(S):</b> Trace the shape and say the name of numerals six and seven; mark numeral corresponding to a given set or its name.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
[6 different shapes] <div style="text-align: center;">6</div>	(HAND OUT BOOKLETS AND CRAYONS) Open your booklets to page one.  1a. How many elements are in this set?  b. Let's make a numeral six to show the number of elements in the set. (DEMONSTRATE) Start at the top and draw just one line. Go the way the arrows point, down and around.		There are six elements in the set.
[7 different shapes] <div style="text-align: center;">7</div>	2a. Count the elements in this set. How many elements are in this set?  b. Do you remember how many elements were in the first set?  c. How many more elements does this set have than the other set?  d. Does this set have more elements?  e. Make a numeral seven. (DEMONSTRATE) Start at the top and go the way the arrows point.		There are seven elements in the set. There were six elements. One. Seven is one more than six. Yes.
[6 different shapes] <div style="text-align: center;">6 6 6 6 6 6</div> [7 different shapes] <div style="text-align: center;">7 7 7 7 7 7 7</div> <div style="text-align: center;">6 8 6 9 7</div> <div style="text-align: center;">5 6 9 6 4</div>	3. Draw some more sixes. Remember to start at the top.  4. Make some more sevens. (COLLECT CRAYONS) Give me your crayons. (HAND OUT PENS)  5a. Mark under each six on this page. b. What numerals did you mark?		(CHECK AND CONFIRM)   Sixes. You marked all the sixes.

**PROGRAM** MATH-SCIENCE 34: NUMERALS 6 AND 7 (4-06-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
$\begin{array}{cccc} 6 & 7 & 9 & 4 \\ 7 & 7 & 4 & 1 \end{array}$	6a. Mark the sevens on this page. b. What numerals did you mark?	
$\begin{array}{cccc} 7 & 6 & 7 & 7 \\ 6 & 7 & 6 & 7 \end{array}$	7a. Mark the sixes on this page. Say "six" as you mark each six.	Sevens. You marked all the sevens.
$\begin{array}{cccc} 7 & 6 & 7 & 7 \\ 6 & 7 & 6 & 7 \end{array}$	8. Mark the sevens on this page. Say "seven" as you mark each seven.	
$\begin{array}{ccc} 7 & 6 & 5 \\ 6 & 7 & 5 \end{array}$	9a. Count the elements. b. Mark the numeral that tells the number of elements in this set.	Six is correct.
$\begin{array}{ccc} 7 & 6 & 5 \\ 6 & 7 & 5 \end{array}$	10. Count the elements and mark the numeral for this set.	Six is correct.
$\begin{array}{ccc} 7 & 6 & 5 \\ 6 & 7 & 5 \end{array}$	11. Count the elements and mark the numeral.	Seven is correct.
$\begin{array}{ccc} 7 & 6 & 9 \\ 6 & 7 & 9 \end{array}$	12. Mark the six.	
$\begin{array}{ccc} 7 & 8 & 6 \\ 6 & 7 & 9 \end{array}$	13. Mark the seven.	
$\begin{array}{ccc} 7 & 2 & 6 \\ 6 & 7 & 9 \end{array}$	14. Mark the seven.	
$\begin{array}{ccc} 7 & 5 & 6 \\ 6 & 7 & 9 \end{array}$	15. Mark the six.	
(PUT MATERIALS AWAY)		

GENERAL PROCEDURE: Teacher presents taped commentary, supervises writing numerals and booklet marking.		OBJECTIVE(S): Trace the shape and say the name of numeral eight; mark numeral corresponding to a given set or name.		VOCABULARY:	
MATERIALS: Student Booklets Marking pens Crayons Tape		AUDITORY (TEACHER COMMENTARY)		CONFIRMATION	
VISUAL		(HAND OUT BOOKLETS AND MARKING PENS) Open your booklets to page one.			
6 different shapes $\begin{array}{c} 6 \\ \hline 7 \end{array} \quad 8$		1. Count the elements in the set and mark the correct numeral.		There are six elements in the set.	
7 different shapes $\begin{array}{c} 6 \\ \hline 7 \end{array} \quad 8$		2. Count the elements and mark the correct numeral. (HAND OUT CRAYONS)		There are seven elements in the set.	
8 different shapes $\begin{array}{c} 8 \\ \hline 8 \end{array}$		3. Count the elements. Draw an eight. Start at the top (DEMONSTRATE) and follow the arrows like this.		There are eight elements.	
8 different shapes $\begin{array}{c} 8 \\ \hline 8 \end{array} \quad 8 \quad 8 \quad 8$		4. Draw some more eights. Remember, start at the top. What numeral did you make? (COLLECT CRAYONS)		Eight. They are all eights.	
$\begin{array}{c} 6 \\ \hline 8 \end{array} \quad 8 \quad 9 \quad 7 \quad 8 \quad 7$		5. Mark all the eights. Say "eight" as you mark each one.			
$\begin{array}{c} 6 \\ \hline 8 \end{array} \quad 8 \quad 9 \quad 7 \quad 8 \quad 7$		6. Mark all the sevens on this page. Say "seven" as you mark each seven.			
$\begin{array}{c} 6 \\ \hline 9 \end{array} \quad 8 \quad 9 \quad 7 \quad 6 \quad 7$		7. Mark the sixes on this page. Say "six" as you mark each six.			

**PROGRAM** MATH-SCIENCE 35: NUMERAL 8 (4-07-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>6 different shapes</p> $\begin{array}{r} 6 \\ 7 \\ 8 \end{array}$	<p>8. Count the elements in this set. Mark the correct numeral.</p>	<p>There are six elements in the set.</p>
<p>7 different shapes</p> $\begin{array}{r} 6 \\ 7 \\ 8 \end{array}$	<p>9. This set has one more element than the last set. Mark the correct numeral for the number of elements in the set.</p>	<p>Seven. There are seven elements in the set.</p>
<p>8 different shapes</p> $\begin{array}{r} 6 \\ 7 \\ 8 \end{array}$	<p>10. Again one more element has been added. Count, then mark the correct numeral for this set.</p>	<p>There are eight elements in the set.</p>
	<p>(PUT MATERIALS AWAY)</p>	

**PROGRAM**      **MATH-SCIENCE 36: NUMERAL 9**      (4-07-3a)

<b>MATERIALS:</b> Student Booklets Marking pens Crayons Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, supervises writing numerals and booklet marking.	<b>OBJECTIVE(S):</b> Trace the shape and say the name of numeral nine; mark numeral corresponding to a given set or its name.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>	
6 different shapes $\begin{array}{c} 6 \\ \hline 6 \end{array} \quad \begin{array}{c} 7 \\ \hline 7 \end{array} \quad \begin{array}{c} 8 \\ \hline 8 \end{array} \quad \begin{array}{c} 9 \\ \hline 9 \end{array}$ 7 different shapes $\begin{array}{c} 6 \\ \hline 6 \end{array} \quad \begin{array}{c} 7 \\ \hline 7 \end{array} \quad \begin{array}{c} 8 \\ \hline 8 \end{array} \quad \begin{array}{c} 9 \\ \hline 9 \end{array}$ 8 different shapes $\begin{array}{c} 6 \\ \hline 6 \end{array} \quad \begin{array}{c} 7 \\ \hline 7 \end{array} \quad \begin{array}{c} 8 \\ \hline 8 \end{array} \quad \begin{array}{c} 9 \\ \hline 9 \end{array}$ 9 different shapes $\begin{array}{c} 9 \\ \hline 9 \end{array}$	(HAND OUT BOOKLETS AND MARKING PENS) Open your booklets to page one. 1. Count the elements in the set and mark the correct numeral. 2. Count the elements and mark the correct numeral. 3. Count the elements and mark the correct numeral. (HAND OUT CRAYONS) 4a. Count the elements. b. Draw a nine. (DEMONSTRATE) Start at the top and follow the arrows like this. 5a. Draw some more nines. Remember, start at the top. b. What numeral did you make? 6a. Mark all the nines. Say "nine" as you mark each one. b. How many nines did you mark? 7. Mark all the sixes on this page. Say "six" as you mark each six.	There are six elements in the set. There are seven elements in the set. There are eight elements in the set. There are nine elements in the set. Nine. They are all nines. There are five nines.	

**Program** MATH-SCIENCE 36: NUMERAL 9 (4-07-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>6 9 8 7 9 9 9 7 5 9</p>	<p>8. Mark all the sevens on this page. Say "seven" as you mark each seven.</p>	
<p>7 9 8 6 9 6 8 7 8 9</p>	<p>9a. Mark all the eights on this page. Say "eight" as you mark each eight. b. What is the number of this page? (POINT TO PAGE NUMBER)</p>	<p>Nine. This is page nine.</p>
<p>6 different shapes 6 7 8 9</p>	<p>10a. Count the number of elements in this set. Mark the correct numeral. b. Let's add one more element to this set. Turn the page and see what the set looks like.</p>	<p>There are six elements.</p>
<p>7 different shapes 6 7 8 9</p>	<p>11a. Mark the correct numeral. b. Now let's add one more to this set.</p>	<p>There are seven elements</p>
<p>8 different shapes 6 7 8 9</p>	<p>12a. Mark the correct numeral. b. Again, let's add one more.</p>	<p>There are eight elements</p>
<p>9 different shapes 6 7 8 9</p>	<p>13. Mark the correct numeral.</p>	<p>There are nine elements.</p>
	<p>(PUT MATERIALS AWAY)</p>	

PROGRAM MATH-SCIENCE 37: NUMERAL 10 (4-08-1a)

<b>MATERIALS:</b> Student Booklets Marking pens Crayons Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, supervises writing numerals and booklet marking.	<b>OBJECTIVE(S):</b> Trace the shape and say the name of numeral ten; mark numeral corresponding to a given set or its name.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORI (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>6 [6 shapes] [7 shapes]</p> <p>7 [8 shapes] [7 shapes]</p> <p>8 [8 shapes] [6 shapes]</p> <p>6 [8 shapes] [6 shapes]</p> <p>[6 black, 4 white circles]                        6   7   8   9   10</p> <p>[7 black, 3 white circles]                        6   7   8   9   10</p> <p>[8 black, 2 white circles]                        6   7   8   9   10</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS) Open your books to page one.</p> <p>1. Point to numeral six. There are two sets on this page. Mark the set that has six elements. Count the elements before you mark.</p> <p>2. Point to numeral seven. Count, then mark the set with seven elements.</p> <p>3. Look at numeral eight. Count, then mark the set with eight elements.</p> <p>4. Look at the numeral. Count, then mark the set with six elements.</p> <p>5a. How many circles have been colored black?                        b. Count then and mark the numeral that tells how many.</p> <p>6a. How many circles have been colored black?                        b. Count and mark the numeral that tells how many.</p> <p>7a. How many are black?                        b. Count and mark the numeral.</p>		<p>Six elements are black.</p> <p>Seven elements are black.</p> <p>Eight are black.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>[9 black, 1 white circles]  <math display="block">\begin{array}{r} 6 \\ 7 \end{array} \begin{array}{r} 8 \\ 9 \end{array} \begin{array}{r} 10 \\ 10 \end{array}</math></p>	<p>8a. How many elements are black?              b. Mark the numeral.</p>	<p>Nine are black.</p>
<p>[10 black circles]  <math display="block">\begin{array}{r} 10 \\ 10 \end{array}</math></p>	<p>9a. Now all the circles are black. Count the number of circles. How many are there?              b. Make the numeral ten.              (COLLECT PENS AND HAND OUT CRAYONS) Please hand back your pens. Here are crayons.</p>	<p>There are ten circles.</p>
<p>[10 black circles]  <math display="block">\begin{array}{r} 10 \\ 10 \end{array} \begin{array}{r} 10 \\ 10 \end{array}</math></p>	<p>10. Draw the numeral tens. Remember to start at the top.</p>	
<p>339  <math display="block">\begin{array}{r} 9 \\ 7 \end{array} \begin{array}{r} 10 \\ 9 \end{array} \begin{array}{r} 7 \\ 10 \end{array} \begin{array}{r} 6 \\ 8 \end{array} \begin{array}{r} 10 \\ 6 \end{array}</math></p>	<p>11. Mark the tens on this page. Say "ten" as you mark each one.</p>	
	<p>(PUT MATERIALS AWAY)</p>	



PROGRAM MATH-SCIENCE 38: NUMERAL PRACTICE (4-08-3a)

<p><b>MATERIALS:</b> Student Booklets Marking pens Crayons Numeral cards</p>	<p><b>GENERAL PROCEDURE:</b> Teacher reads written commentary, supervises writing numerals and booklet marking.</p>	<p><b>OBJECTIVE(S):</b> Write numerals six to ten; mark appropriate numeral in booklet.</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>[6 circles] <input type="text"/></p> <p>6 6</p> <p>[7 circles] <input type="text"/></p> <p>7 7</p> <p>[8 circles] <input type="text"/></p> <p>8 8</p> <p>[9 circles] <input type="text"/></p> <p>9 9</p> <p>[10 circles] <input type="text"/></p> <p>10 10</p> <p><input type="text"/></p>	<p>(HAND OUT BOOKLETS AND CRAYONS) Today we will practice writing numerals. Open to page one.</p> <p>1a. (POINT TO FIRST 6) Draw numeral six here.</p> <p>b. (POINT TO SECOND 6) Again.</p> <p>c. (POINT TO BOX) Make a six by yourself in the box.</p> <p>2a. Turn to page two. (POINT) Draw numeral seven.</p> <p>b. (POINT) Again.</p> <p>c. (POINT) Make a seven by yourself in this box.</p> <p>3a. Turn to page three. (POINT) Draw numeral eight.</p> <p>b. (POINT) Again.</p> <p>c. Make an eight by yourself in the box.</p> <p>4a. Turn to page four. (POINT) Draw numeral nine.</p> <p>b. (POINT) Again.</p> <p>c. Make a nine by yourself in the box.</p> <p>5a. Turn to page five. (POINT) Draw numeral ten.</p> <p>b. (POINT) Again.</p> <p>c. Make a ten by yourself in the box.</p> <p>6a. Turn to page six. Make a nine in the box.</p> <p>b. (HOLD UP NUMERAL CARD 9) Check, does your nine look like this?</p>		

**Program** MATH-SCIENCE 38: NUMERAL PRACTICE (4-08-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<div data-bbox="513 2122 582 2208"><input type="checkbox"/></div>	<p>7a. Turn to page seven. Make a ten in the box. b. (HOLD UP NUMERAL CARD 10) Check, does your ten look like this?</p>	
<div data-bbox="665 2122 733 2208"><input type="checkbox"/></div>	<p>8a. Turn to page eight. Make a six. b. (HOLD UP NUMERAL CARD 6) Check, does your six look like this?</p>	
<div data-bbox="803 2122 872 2208"><input type="checkbox"/></div>	<p>9a. Turn to page nine. Make a seven. (HOLD UP NUMERAL CARD 7) Check, does your seven look like this?</p>	
<div data-bbox="951 2122 1020 2208"><input type="checkbox"/></div> <div data-bbox="1099 2018 1432 2330"> <p>7 6 5 8 9</p> <p>8 9 5 3 B</p> <p>9 t 7 8 10</p> <p>8 6 d 7 9</p> <p>10 8 9 5 6</p> </div>	<p>10a. Turn to page ten. Make an eight. b. (HOLD UP NUMERAL CARD 8) Check, does your eight look like this? (COLLECT CRAYONS, HAND OUT MARKING PENS)</p> <p>11. Mark the six.</p> <p>12. Mark the eight.</p> <p>13. Mark the ten.</p> <p>14. Mark the seven.</p> <p>15. Mark the nine.</p> <p>(PUT MATERIALS AWAY)</p>	

<p><b>MATERIALS:</b> Squares</p>	<p><b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates and supervises counting</p>	<p><b>OBJECTIVE (S):</b> Compare and describe sets, using terms "more than" and "same number."</p>	<p><b>VOCABULARY:</b> same number more than</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>1 square</p>	<p>We are going to learn something new today. Let's all listen carefully.</p> <p>1a. (PLACE 1 SQUARE ON TABLE) I have one square. b. (GIVE EACH CHILD 1 SQUARE) And now each of you has one square. I have one and you have one. We have the same number. Say "same number."</p>		
<p>2 squares</p>	<p>2a. (PLACE SECOND SQUARE ON TABLE) Look, I add one more. I have two squares and you have one. I have more than you. Who has more? b. How many more do I have? c. (GIVE EACH CHILD SECOND SQUARE) Here is one more. Now each of you has two squares. I have two and you have two. Do we have the same number?</p>		<p>I do. Two is more than one. One more. Yes, we have the same number.</p>
<p>3 squares</p>	<p>3a. (GIVE EACH CHILD THIRD SQUARE) Here is one more. How many squares do you have? b. How many do I have? c. Do we have the same number of squares? d. Who has more? e. How many more do you have? f. (PLACE THIRD SQUARE ON TABLE) I add one more to my set. Now, how many do I have? g. How many squares do you have? h. Do we have the same number?</p>		<p>Three. Two. No. You do. Three is more than two. One more. Three squares. Three squares. Yes, the same number.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
4 squares	<p>4a. (ADD SQUARE TO TABLE) Now, I add one more to my set. How many do I have?</p> <p>b. How many do you have?</p> <p>c. Do we have the same number?</p> <p>d. Who has more?</p> <p>e. (GIVE EACH CHILD FOURTH SQUARE) Here is one more. How many squares do you have now?</p> <p>f. How many do I have?</p> <p>g. Do we have the same number?</p>	<p>I have four squares. You have three squares. No. I do. Four is one more than three. Four squares. Four. Yes, the same number.</p>
5 squares	<p>5a. (GIVE EACH CHILD FIFTH SQUARE) Here is one more square. How many in your set now?</p> <p>b. How many in my set?</p> <p>c. Are they the same number?</p>	<p>Five squares. Four squares. No, five is one more than four.</p>
2 squares	<p>d. (ADD SQUARE TO TABLE) I add one more. How many in my set?</p> <p>e. Do we have the same number?</p> <p>(REMOVE SQUARES FROM TABLE)</p> <p>f. Now you pick up your squares.</p>	<p>Five. Yes, I have five and you have five.</p>
3 squares	<p>6a. (PLACE TWO SQUARES ON TABLE) Watch. I can build a train with my squares. My train has two cars in it. You make a train with your squares. How many cars do you need to make your train the same as mine?</p> <p>b. Make it.</p> <p>c. (ADD SQUARE TO TABLE) I add one more to my train. My train has three cars and your train has two cars. Who has more?</p> <p>d. Do you need more cars to make yours the same number as mine?</p> <p>e. How many?</p> <p>f. Make a train with more cars than mine. (PUT MATERIALS AWAY)</p>	<p>Two cars.          I do. Yes.  One more. Both four and five are more than three.</p>

<b>MATERIALS:</b> Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Select set with same, more, or less objects than a given set.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>	
1 camel 3 apples, 1 <u>lemon</u> 1 bear 1 <u>turnip</u> , 2 <u>dogs</u> 2 leaves 2 <u>peanuts</u> , 4 chickens 2 sacks 1 <u>bugle</u> , 3 <u>bananas</u> 4 hot dogs 5 <u>eggs</u> , 2 <u>bells</u> 3 teddy bears 3 <u>candles</u> , 2 birds 5 shovels 3 balls, 5 <u>triangles</u>	<p>(HAND OUT BOOKLETS AND MARKING PENS) Here are your booklets and pens.</p> <p>1a. Point to the set on top. There is one camel.  b. Point to the set on the bottom that has the same number. Mark it.</p> <p>2a. Point to the set on top. There is one bear.  b.. Point to the set on the bottom that has more. Mark it.</p> <p>3a. Point to the set on top. How many in the top set?  b. Point to the bottom set that has the same number. Mark it.</p> <p>4a. How many in the top set?  b. Point to the bottom set that has more than the top set. Mark it.</p> <p>5a. How many in the top set?  b. Mark the bottom set that has more than the top set.</p> <p>6a. How many in the top set?  b. Mark the bottom set that has the same number.</p> <p>7a. How many in the top set?  b. Mark the bottom set that has the same number.</p>	Two. Two. Four. Three. Five.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>4 turnips 5 balls, 4 pins</p>	<p>8a. How many in the top set? b. More. Mark the bottom set that has more than the top set.</p>	<p>Four.</p>
<p>3 wheels 1 butterfly, 4 crayons</p>	<p>9a. How many in the top set? b. More. Mark the bottom set that has more.</p>	<p>Three.</p>
<p>5 spoons 7 nails, 5 eggs</p>	<p>10a. How many in the top set? b. More. Mark the bottom set that has more.</p>	<p>Five.</p>
<p>2 bottles 2 buckets, 3 lollipops</p>	<p>11a. How many in the top set? b. Same number. Mark it.</p>	<p>Two.</p>
<p>4 dogs 4 cups, 5 cookies</p>	<p>12a. How many in the top set? b. More. Mark the bottom set that has more than the top set.</p>	<p>Four.</p>
<p>1 key 1 ice cream, 3 flowers</p>	<p>13a. How many in the top set? b. More. Mark the bottom set that has more.</p>	<p>One.</p>
<p>5 lemons 5 ribbons, 2 blocks</p>	<p>14. Same number. Mark the bottom set that has the same number as the top set.</p>	
<p>3 popsicles 4 balloons, 2 melons</p>	<p>15. More. Mark the bottom set that has more than the top set.</p>	
	<p>(PUT MATERIALS AWAY)</p>	

PROGRAM MATH-SCIENCE 41 (4-10-2a)

<p><b>MATERIALS:</b> Sticks Boxes</p>	<p><b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates and supervises counting.</p>	<p><b>OBJECTIVE(S):</b> (SAME AS MATH-SCIENCE 39)</p>	<p><b>VOCABULARY:</b> Less than more than same number take away</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>5 sticks</p>	<p>We will learn something new today. Let's all pay attention and listen carefully. (HAND OUT STICKS)</p> <ol style="list-style-type: none"> <li>1. I have some sticks and here are some for each of you. Line up the sticks like this. (DEMONSTRATE) How many are there? Put your finger on each stick as you count: 1-2-3-4-5. How many are there?</li> <li>2. I have five and you have five. Do we have the same number?</li> <li>3a. (REMOVE ONE STICK) Watch me. I take away one of my sticks. I have four and you have five. Now do we have the same number?</li> <li>b. Four is <u>less than</u> five. Say four is less than five.</li> <li>4a. Now each of you take away one of your sticks and put it in your box. How many do you have now?</li> <li>b. Do you have the same number of sticks in your set as I do?</li> <li>5a. (REMOVE ONE STICK) Watch me. I take away one stick. I have three and you have four. Do you have the same number of sticks in your set as I do?</li> <li>b. Does your set have less than mine?</li> <li>c. Does your set have more than mine?</li> </ol>	<p>Five.</p> <p>Yes, the same number.</p> <p>No.</p> <p>Four.</p> <p>Yes, the same number. have four and you have :</p> <p>No. No. Yes.</p>	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>6a. What do you have to do to make your set the same as mine?</p> <p>b. Do it. Take away one stick.</p> <p>c. Are they the same now?</p> <p>7a. What do you have to do to make your set have less than mine?</p> <p>b. Do it. How many do you have now?</p> <p>c. You have two and I have three. Who has <u>less</u>?</p> <p>d. Who has <u>more</u>?</p> <p>8a. --(REMOVE TWO STICKS) Watch me. I take away two. Now I have only one stick and you have two. Do we have the same number?</p> <p>b. Who has less?</p> <p>c. Who has more?</p> <p>9a. What do you have to do to have the same number in your set as I do?</p> <p>b. Do it.</p> <p>(REMOVE STICKS FROM TABLE) Pick up your sticks.</p> <p>10a. (PLACE STICKS ON TABLE) Watch. I can build a fence with my sticks. My fence has five boards.</p> <p>b. You make a fence with the same number of boards as mine. How many do you need?</p>	<p>Take away one stick.</p> <p>Yes, I have three and you have three. The same number.</p> <p>Take away one stick.</p> <p>Two.</p> <p>You do.</p> <p>I do.</p> <p>No.</p> <p>I do. One is less than two.</p> <p>You do. Two is more than one.</p> <p>Take away one.</p> <p>Five.</p>



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>11. Now make a fence that has one less.</p> <p>12. What do I have to do to make my fence have the same number of boards as yours?</p> <p>13. Make your fence have less boards than mine.</p> <p>(PUT MATERIALS AWAY)</p>	<p>One. Four is one less than five.</p> <p>Take away one. I have five and you have four.</p> <p>One, two, and three are less than four.</p>

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher presents taped commentary and supervises booklet marking.	Select set with same, more, or less objects than a given set.	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>1 pitcher</p> <p>3 glasses, 1 <u>glass</u></p> <p>2 glasses</p> <p>1 <u>glass</u>, 3 plates</p> <p>3 dolls</p> <p>1 <u>doll</u>, 4 dolls</p> <p>3 cars</p> <p>2 cars, 3 <u>cars</u></p> <p>4 balls</p> <p>5 balls, 3 <u>balls</u></p> <p>4 flowers</p> <p>4 <u>flowers</u>, 2 flowers</p> <p>5 chicks</p> <p>3 chicks, 5 <u>birds</u></p> <p>5 ducks</p> <p>5 ducks, 4 <u>ducks</u></p>	<p>(HAND OUT BOOKLETS AND PENS) Here are your booklets and pens.</p> <p>1a. Point to the set on top. There is one pitcher.</p> <p>b. Point to the set on the bottom that has the <u>same number</u>. Mark it.</p> <p>2a. Point to the set on top. There are two glasses.</p> <p>b. Point to the set on the bottom that has <u>less</u>. Mark it.</p> <p>3a. Point to the set on top. How many in the top set?</p> <p>b. Point to the set that has <u>less</u>. Mark it.</p> <p>4a. How many in the top set?</p> <p>b. Mark the bottom set that has the <u>same number</u>.</p> <p>5a. How many in the top set?</p> <p>b. Mark the bottom set that has <u>less</u>.</p> <p>6a. How many in the top set?</p> <p>b. Mark the bottom set that has the <u>same number</u>.</p> <p>7a. How many in the top set?</p> <p>b. Mark the bottom set that has the <u>same number</u>.</p> <p>8a. How many in the top set?</p> <p>b. Mark the bottom set that has <u>less</u>.</p>	<p>Three.</p> <p>Three.</p> <p>Four.</p> <p>Four.</p> <p>Five.</p> <p>Five.</p>	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
1 candle 1 candle, 2 candles	9a. How many in the top set? b. Mark the bottom set that has <u>more</u> than the top set.	One.
2 buttons 1 button, 3 buttons	10a. How many in the top set? b. Mark the bottom set that has <u>less</u> .	Two.
2 rabbits 2 rabbits, 3 rabbits	11a. How many in the top set? b. More. Mark the bottom set that has <u>more</u> .	Two.
2 turtles 3 turtles, 2 turtles	12a. How many in the top set? b. Same number. Mark the bottom set that has the <u>same</u> number.	Two.
4 birds 2 birds, 5 birds	13. Less. Mark the bottom set that has <u>less</u> .	
3 shoes 2 shoes, 4 shoes	14. Less. Mark the bottom set that has <u>less</u> .	
(PUT MATERIALS AWAY)		

<p><b>MATERIALS:</b> Student Booklets Marking pens Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.</p>	<p><b>OBJECTIVE(S):</b> Select set with same, more, or less objects than a given numeral.</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>1: 3 fish, 1 <u>rat</u></p> <p>3: 2 rats, 3 <u>motorcycles</u></p> <p>4: 4 <u>rabbits</u>, 5 guns</p> <p>2: 2 <u>boys</u>, 4 boats</p> <p>5: 3 bands, 5 <u>candies</u></p> <p>2: 1 <u>girl</u>, 3 buses</p> <p>4: 4 goats, 5 <u>phones</u></p> <p>5: 5 <u>chicks</u>, 2 dolls</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS) Here are your booklets and pens.</p> <p>1a. Put your finger on the numeral. What numeral is it?</p> <p>b. Find the set that has that many. Mark it.</p> <p>2a. Put your finger on the numeral. What numeral is it?</p> <p>b. Mark the set that has that many.</p> <p>3a. Put your finger on the numeral. What numeral is it?</p> <p>b. Mark the set that has that many.</p> <p>4. Put your finger on the numeral. Mark the set that has that many.</p> <p>5. Put your finger on the numeral. Mark the set that has that many.</p> <p>6a. Listen carefully. I will ask you to do something different. Don't mark until I tell you. Put your finger on the numeral. What numeral is it?</p> <p>b. <u>Less</u>. Find the set that has <u>less</u>.</p> <p>7a. Put your finger on the numeral. What numeral is it?</p> <p>b. <u>More</u>. Find the set that has <u>more</u>. Mark it.</p> <p>8a. Put your finger on the numeral. What numeral is it?</p> <p>b. Mark the set that has the <u>same number</u>.</p>		<p>One.</p> <p>Three.</p> <p>Four.</p> <p>Two.</p> <p>Four.</p> <p>Five.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>1: 1 bat, <u>3 balls</u></p> <p>3: 4 cats, <u>2 birds</u></p>	<p>9a. Put your finger on the numeral.</p> <p>b. <u>More</u>. Mark the set that has <u>more</u>.</p> <p>10a. Put your finger on the numeral.</p> <p>b. <u>Less</u>. Mark the set that has <u>less</u>.</p> <p>(PUT MATERIALS AWAY)</p>	

<b>MATERIALS:</b> Squares Numeral Card 8 Boxes	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates and supervises counting.	<b>OBJECTIVE(S):</b> Count to eight; use terms "same number," "more than," and "less than" to compare and describe sets.	<b>VOCABULARY:</b> less than
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
8 squares	<p>(HAND OUT 8 SQUARES TO EACH CHILD; PLACE 8 SQUARES ON TABLE) I have some squares and here are some for you.</p> <p>1a. Line the squares in a train like this (DEMONSTRATE). Put your finger on each square as you count. 1-2-3-4-5-6-7-8.</p> <p>b. How many squares are there?</p>		Yes, eight. Eight.
Numeral Card 8	<p>2a. (HOLD UP) What is this numeral?</p> <p>b. This numeral tells how many squares. I have eight and each of you has eight. We have the <u>same number of squares.</u></p>		No, I have <u>less than</u> you.
7 squares	<p>3a. Watch me. I take away one of my squares. Now do we have the same number of squares?</p> <p>b. I have seven and you have eight. Seven is <u>less than</u> eight.</p>		Yes, six. No.
6 squares	<p>4a. Now each of you take away two of your squares and put them in your box. How many do you have now?</p> <p>b. Do you have the same number of cars in your train as I do?</p> <p>c. Does your train have more than mine?</p> <p>d. Does your train have <u>less than</u> mine?</p>		No. Yes, six is <u>less than</u> seven.
7 squares	<p>5a. What do you have to do to make your train have the same number of cars as mine?</p> <p>b. Do it. Add one more car. Are they the same number now?</p>		Add one more car. Yes, I have seven and you have seven, the same number.

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
4 squares	<p>6a. Watch me. I take away three squares. Do we have the same number now?</p> <p>b. Do I have more than you?</p> <p>c. Do I have less than you?</p> <p>7. Make yours the same number as mine. I have four and you have four. We have the same number of cars in our trains.</p>	<p>No, I have four and you have seven.</p> <p>No.</p> <p>Yes.</p>
8 squares	<p>8. Now put <u>all</u> your squares in a line on the table. How many do you have?</p>	<p>You have eight squares.</p>
1 square	<p>9. Do I have more squares than you?</p>	<p>No, I have less than you.</p>
2 squares	<p>10a. Do we have the same number of squares?</p> <p>b. Who has more?</p>	<p>No, I have less than you.</p> <p>You do.</p>
5 squares	<p>11. Now, do I have more than you?</p> <p>(PUT MATERIALS AWAY.)</p>	<p>No, I have less than you.</p>

## PROGRAM MATH-SCIENCE 45 (4-12-1a)

MATERIALS: Numeral Strips Numeral Cards Toys	GENERAL PROCEDURE: Teacher reads written commentary, demonstrates and supervises counting.	OBJECTIVE(S): Identify numerals; add and subtract.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
Numeral Card 2 3 5 7 1 4 8 6	1. (HOLD UP 2) What numeral is this? 2. What numeral is this? 3. What numeral is this? 4. What numeral is this? 5. What numeral is this? 6. What numeral is this? 7. What numeral is this? 8. What numeral is this? (HAND OUT NUMERAL STRIPS) Here is a number for each of you. Now we will play a game. I'll show you how to play.		
8 toys	9. I have eight toys. Point to the numeral on the number strip that tells I have eight toys.		(CHECK, CONFIRM)
7 toys	10. I take one away. Point to the numeral that tells how many I have left.		(CHECK, CONFIRM)
5 toys	11. I take away two. Point to the numeral that tells how many I have left.		(CHECK, CONFIRM)
2 toys	12. I take away three. Point to the numeral that tells how many are left.		(CHECK, CONFIRM)



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>3 toys</p> <p>4 toys</p> <p>6 toys</p> <p>8 toys</p>	<p>13. I add one. Point to the numeral that tells how many.</p> <p>14. I add one more. How many?</p> <p>15. Add two more. How many?</p> <p>16. Add two more. How many?</p> <p>(PUT MATERIALS AWAY)</p>	<p>(CHECK, CONFIRM)</p>

<p><b>MATERIALS:</b> Student Booklets Marking pens Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.</p>	<p><b>OBJECTIVE(S):</b> Select set with same, more, or less objects than a given set.</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>	<p><b>CONFIRMATION</b></p>	
<p>2 circles 4 circles, <u>2 circles</u> 3 triangles 5 <u>triangles</u>, 2 triangles 4 triangles 3 <u>triangles</u>, 4 triangles 6 circles 3 <u>circles</u>, 6 circles 5 cats 6 engines, <u>5 ornaments</u> 7 balls 5 spoons, <u>8 dolls</u> 3 cowboys 5 <u>bottles</u>, 3 shovels 4 birds 3 <u>bears</u>, 5 lollipops</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS) Here is a booklet for you, and a pen. 1a. (POINT) The set on top has two circles. Is there another set on this page that has the same number? b. Mark the set with the same number as the set on top. 2. Look at this page. The set on top has three triangles. Mark the set that has <u>more</u> than three triangles. 3. The top set has four triangles. Mark the set that has <u>less</u>. 4. The top set has six circles. Mark the bottom set that has <u>less</u>. 5. The top set has five. Mark the bottom set that has the same number. 6. Count the balls in the top set. Mark the set on the bottom that has <u>more</u>. 7. Count the top set. Mark the set that has <u>more</u>. 8. Mark the set that has <u>less</u>.</p>	<p>Yes, this one (POINT).  This box has four. Four is more than three.  This set has less. Three is less than four.</p>	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
8 stars 7 bees, 8 ice cream cones	9. Mark the set that has the same number.	
6 mitts 5 clothes pins, 8 flowers	10. Mark the set that has less.	
2 trees 1 zebra, 3 mailboxes	11. Mark the set that has more.	
7 candycanes 8 rattles, 6 cats	12. Mark the set that has less.	
8 cupcakes 8 kites, 7 dogs	13. Mark the set that has the same number.	
3 clowns 1 plane, 4 beds	14. Mark the set that has more.	
1 fireman 1 rabbit, 2 dresses	15. Mark the set that has the same number.	
5 buttons 7 rattles, 4 blocks	16. Mark the set that has less.	
	(PUT MATERIALS AWAY)	

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Numeral strips Numeral Cards Toys	Teacher reads written commentary, demonstrates, and supervises counting.	Name numerals and select numerals that tell how many.	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
Numeral Card 2	1. (HOLD UP) What numeral is this?		This is numeral 2.
3	2. What numeral is this?		This is numeral 3.
7	3. What numeral is this?		This is numeral 7.
5	4. What numeral is this?		This is numeral 5.
8	5. What numeral is this?		This is numeral 8.
1	6. What numeral is this?		This is numeral 1.
4	7. What numeral is this?		This is numeral 4.
9	8. What numeral is this?		This is numeral 9.
6	9. What numeral is this?		This is numeral 6.
	(HAND OUT NUMERAL STRIPS) Here is a numeral strip for each of you. Now we will play a game. I'll show you how to play.		
7 toys	10. (PLACE TOYS ON TABLE) I have a set of seven toys. Point to the numeral on the number strip that tells I have seven toys. Keep your finger there.		
6 toys	11. I take away one. Now point to the numeral that tells how many I have left.		Six toys.
4 toys	12. I take away two. Now point to the numeral that tells how many are left.		Four.

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
1 toy	13. I take away three. Point to the numeral that tells how many are left.	One.
2 toys	14. I add one. Point to the numeral that tells how many.	Two.
3 toys	15. I add one more. How many?	Three.
5 toys	16. I add two more. How many?	Five.
8 toys	17. Add three more. How many?	Eight.
9 toys	18. Add one more. How many?	Nine.
(PUT MATERIALS AWAY)		

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Numeral Cards (1-10) Tape	Teacher presents taped commentary, holds up cards, and supervises booklet marking.	Select numeral that tells how many.	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
Numeral Card 10  3 5 2 6 7 9 4 8 1 10	1. (HOLD UP) Remember this is the numeral ten. What numeral is this? 2. What numeral is this? 3. What numeral is this? 4. What numeral is this? 5. What numeral is this? 6. What numeral is this? 7. What numeral is this? 8. What numeral is this? 9. What numeral is this? 10. What numeral is this? 11. What numeral is this? (HAND OUT BOOKLETS AND MARKING PENS) 1. Mark the two. 2. Mark the three. 3. Mark the four. 4. Mark the six. 5. Mark the eight.		Ten. Three. Five. Two. Six. Seven. Nine. Four. Eight. One. Ten.
7 3 10 9 8	2 5 7 8 5	1 2 4 6 3	

PROGRAM MATH-SCIENCE 48 (4-13-1a)		CONFIRMATION	
VISUAL		AUDITORY (TEACHER COMMENTARY)	
1	7 4	6. Mark the seven.	
10	9 1	7. Mark the one.	
2	10 5	8. Mark the ten.	
9	5 7	9. Mark the nine.	
6	5 3	10. Mark the five.	
(NUMERAL STRIP ON FRAMES 11-20)			
8	ducks	11. Mark the numeral that tells how many in the set.	
2	airplanes	12. Mark the numeral that tells how many.	
9	cats	13. Mark the numeral that tells how many.	
7	buttons	14. Mark the numeral that tells how many.	
10	ducks	15. Mark how many.	
3	balloons	16. Mark how many.	
1	apple	17. Finish the rest of the book by yourself.	
5	fish	18.	
6	strawberries	19.	
8	dolls	20.	
		(PUT MATERIALS AWAY)	

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
None	Teacher reads written commentary, demonstrates and supervises counting.	Add and subtract numbers to ten.	add take away
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
	<p>1. (HOLD UP THREE FINGERS) If I take <u>three</u> fingers and <u>add two more</u> fingers to them, (HOLD UP TWO MORE FINGERS FROM OTHER HAND AND MOVE THEM ADJACENT TO THE OTHER FINGERS) how many will I have altogether?</p> <p>2. If I take five fingers (HOLD UP) and add three more (HOLD UP) how many do I have?</p> <p>3. Now you do a problem. Hold up one finger. Then add three fingers. How many do one and three make?</p> <p>4. Now hold up four fingers. Add two more fingers. How many do you have up? Count them.</p> <p>5. What do three and three make? Hold up the fingers, than count.</p> <p>6. What are five and five?</p> <p>7. What are one and three?</p>		<p>Five, two fingers and three fingers make five fingers.</p> <p>Eight. Five and three make eight.</p> <p>(CHECK)</p> <p>Four. One add three makes four.</p> <p>(CHECK)</p> <p>1-2-3-4-5-6. Four and two make six.</p> <p>(HOLD UP THREE FINGERS ON EACH HAND). 1-2-3-4-5-6. Three and three make six.</p> <p>1-2-3-4-5-6-7-8-9-10.</p> <p>Five add five are ten.</p> <p>Four.</p>



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>8. We also can do take away with our fingers. If I have five fingers (HOLD UP) and take away two, (GRASP FINGERS WITH OTHER HAND) how many are left?</p> <p>9. You do it now. Hold up four fingers. Take away two. Four take away two are what?</p> <p>10. Now hold up ten fingers. Take away five. How many are left?</p> <p>11. Six take away two are what?</p> <p>12. Ten take away one are what? I'm going to tell some stories about adding and "taking away." Listen carefully and use your fingers to tell how many.</p> <p>13. Four children are playing in a sand box. Three more children get into the sandbox. How many children are now in the sandbox?</p> <p>14. Eight milk bottles are standing on a step. Two fall off and break. How many bottles are left?</p> <p>15. Johnny has five marbles. He loses one. How many are left?</p>	<p>Three. Five take away two are three. (DEMONSTRATE) Two. Four take away two are two. Five. Four. (DEMONSTRATE). Nine. (DEMONSTRATE).</p> <p>Seven. (DEMONSTRATE) Four plus three are seven. Six. (DEMONSTRATE). Eight take away two are six. Four. (DEMONSTRATE). Five take away one are four.</p>

**VOCABULARY:**

PROGRAM		MATH-SCIENCE 50		(4-14-2b)		OBJECTIVE(S):	
GENERAL PROCEDURE:		Teacher presents taped commentary, holds up objects, and supervises booklet marking.		Select numeral that tells how many.			
MATERIALS:		Student Booklets Marking pens Numeral Cards Toys Tape		AUDITORY (TEACHER COMMENTARY)		CONFIRMATION	
VISUAL		Numeral cards:		A. (HOLD UP) What numeral is this?		This is numeral 4.	
		4		B. (HOLD UP) What numeral is this?		This is numeral 7.	
		7		C. What numeral is this?		This is numeral 2.	
		2		D. What numeral is this?		This is numeral 1.	
		1		E. What numeral is this?		This is numeral 8.	
		8		F. What numeral is this?		This is numeral 3.	
		3		G. What numeral is this?		This is numeral 10.	
		10		H. What numeral is this?		This is numeral 6.	
		6		I. What numeral is this?		This is numeral 5.	
		5		J. What numeral is this?		This is numeral 9.	
		9		(HAND OUT BOOKLETS AND MARKING PENS) Here is a booklet and pen for each of you. We will play a game. I'll show you how to play.		Nine toys.	
		9 toys		1. (PLACE NINE TOYS ON TABLE) I have nine toys.			
		8		numeral that tells I have nine toys.			
		9		2. I add one more. Mark the numeral that tells how many I have.		Ten toys.	
		10					
		10 toys					
		8					

VISUAL					AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
8	10	3	9	4	3. I take away two. Mark the numeral that tells how many I have left.	
2	5	1	6	7	4. I take away three. Mark the numeral that tells how many I have left.	Five.
2	5	1	6	7	5. I add two. Mark the numeral that tells how many.	Seven.
2	5	1	6	7	6. I take away one. Mark the numeral that tells how many.	Six.
8	10	3	9	4	7. I take away two. Mark how many.	Four.
8	10	3	9	4	8. I take away one. Mark how many.	Three.
2	5	1	6	7	9. I take away two. Mark how many.	One.
2	5	1	6	7	10. I add one more. Mark how many.	Two.
2	5	1	6	7	11. I add three. Mark how many.	Five.
2	5	1	6	7	12. I add two more. Mark how many.	Seven.
8	10	3	9	4	13. I add two more. Mark how many.	Nine.
8	10	3	9	4	14. I add one more. Mark how many.	Ten.
(PUT MATERIALS AWAY)						

## PROGRAM MATH-SCIENCE 51 (4-14-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher presents taped commentary and supervises booklet marking.	Add and subtract by marking appropriate numeral in booklet.	
VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION	
9 butterflies 3      7      1	(HAND OUT BOOKLETS AND PENS) Here is a booklet and a pen for you. la. There were nine butterflies. Two flew away. How many were left? Nine take away two leaves seven butterflies. Count them. Mark the seven. b. Now do it with your fingers. Put up nine fingers. Now take away two fingers. Count how many are left.	(CHECK) Nine take away two is seven. (DEMONSTRATE)	
3 fish 8      2      5	2a. There were three fish swimming. Five fish joined them. Three and five make how many altogether? Count them. Mark the box that tells how many fish. b. Now do the same problem with your fingers. Take three fingers, then add five more. Do you get the same answer.	Yes, five and three is eight.	
5 buttons 9      3      5	3a. Betty has five buttons on her dress. Count them. Two buttons fell off. Cover them up. How many are left? b. Mark how many buttons are left.	(CHECK)	
8 balloons 6      1      3	4a. The balloon man has eight balloons. Bobby buys two. Cover up the two he buys. (DEMONSTRATE) b. Mark how many balloons the man has left.		
5 ducks 2      4      9	5. Five ducks are in the pond. Four more ducks joined them. Mark how many ducks there are altogether.		

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>7 airplanes  <math display="block">\begin{array}{r} 2 \\ 7 \\ 4 \end{array}</math></p>	<p>6. Seven airplanes were flying. Three landed. Mark how many airplanes are still flying.</p>	
<p>4 dolls  <math display="block">\begin{array}{r} 4 \\ 8 \\ 2 \end{array}</math></p>	<p>7. There are four dolls on the bed. Mary puts four more dolls on the bed. Mark how many dolls there are all together.</p>	
<p>5 apples  <math display="block">\begin{array}{r} 6 \\ 9 \\ 2 \end{array}</math></p>	<p>8. First the farmer picked five apples. Then he picked one more. Mark how many apples the farmer picked. Careful, he picks only <u>one</u> more.</p>	
<p>9 oranges  <math display="block">\begin{array}{r} 3 \\ 6 \\ 2 \end{array}</math></p>	<p>9. There were nine oranges on the tree. The monkey ate three. Cover up three. Mark how many oranges are left.</p>	
<p>8 cats  <math display="block">\begin{array}{r} 5 \\ 2 \\ 9 \end{array}</math></p>	<p>10. Eight cats walked in a line. Count them. Then three cats ran away. You pick the three that ran away. Cover them up. How many cats were left? Mark the answer.</p>	
<p>10 sticks gum  <math display="block">\begin{array}{r} 5 \\ 10 \\ 9 \end{array}</math></p>	<p>11. Tommy has a pack of gum with five sticks and Reginald has a pack of gum with five sticks. Mark how many sticks of gum they have together.</p>	

(PUT MATERIALS AWAY)

PROGRAM LOGIC 1: INFORMATION (4-07-3b)

MATERIALS: Candy bar, shoe, crayon, empty milk carton, egg cup, egg Pictures: bed, car Tape	GENERAL PROCEDURE: Teacher presents taped commentary and demonstrates.	OBJECTIVE(S): Asks questions to get information.	VOCABULARY: know information egg cups
VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION	
Candy bar	1a. (HOLD UP) Look . . . What is this? b. Is a candy bar good to eat?	You know it is a candy bar. Yes, you know it is good to eat.	
Shoe	2a. (HOLD UP) What is this? b. What do we do with shoes?	You know it is a shoe. You know we wear shoes on our feet.	
Crayon	3a. (HOLD UP) What is this? b. What do we do with crayons? You know candy bars are good to eat. You know we wear shoes on our feet. And you know we can draw with crayons. Let's look at some more things that you know.	You know it is a crayon. You know we draw with crayons.	
Milk carton	4. (HOLD UP) Look at this. What is it?	You know it is a milk carton. You know milk comes in it.	
Picture of bed	5a. (HOLD UP) Look at this picture. What is it? b. How do we use a bed?	You know it is a bed. You know we sleep in beds.	
Picture of car	6a. (HOLD UP) Tell me, what is this picture? b. How do we use a car? See, you know many things. But did you always know these things?	You know it is a car. You know we ride in cars.	

PROGRAM LOGIC 1: INFORMATION (4-07-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Crayon	7. (HOLD UP) When you were a tiny baby, did you know a crayon was for drawing?	No, a baby doesn't know he can draw with it.
Milk carton	8a. (HOLD UP) When you were a tiny baby, did you know what this was? b. Many times when you were a little baby you <u>saw</u> your mother pour your milk out of this. Then did you know what was in the carton?	No. Yes, <u>seeing</u> helped you to know.
Picture of car	9. (HOLD UP) When you were little and you saw people riding in cars, you knew cars were for riding. Seeing and hearing lets us know things we didn't know before. You knew nothing as a new baby, but now you know lots and lots of things. 10. How did you learn all these things?  11a. Do you know everything? b. Do I know everything?	You learned by <u>seeing</u> with your eyes and <u>listening</u> with your ears. No. No. Nobody knows everything.
Egg cup	12. We all can get to know new things. Getting to know new things is called getting information. Say information. Today you will get some new information. <u>Look</u> and <u>listen</u> carefully. 13. (HOLD UP) Look at this. Do you <u>know</u> what this is or what it is used for?	You don't know if you have never <u>seen</u> it before or never <u>heard</u> what it is called.

PROGRAM LOGIC 1: INFORMATION (4-07-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Egg in egg cup</p>	<p>14a. (PLACE EGG IN EGG CUP) I am going to give you some information about this. What do you see now?</p> <p>b. Do you have some information about it now?</p> <p>c. Do you have <u>all</u> the information about this?</p> <p>You already have some information. Now listen. I will give you more information. This (POINT) is called an <u>egg cup</u>. Many people use an egg cup when they eat boiled eggs.</p> <p>15a. What is it called?</p> <p>b. How did you get the information that this is called an egg cup?</p> <p>You now know something new. You have new information. You now know what an egg cup is and what it is for. Everyday you use your eyes and ears to see and hear new information.</p> <p>16. How do you get new information?</p> <p>(PUT MATERIALS AWAY)</p>	<p>You see that it holds an egg.</p> <p>Yes, you know what it does. Your eyes gave you information.</p> <p>No, you know what it does, but you don't know that it is called.</p> <p>It is an egg cup.</p> <p>You heard me tell you that it is an egg cup. You listened with your ears and heard the information.</p> <p>Seeing and hearing gives you new information.</p>



PROGRAM LOGIC 2: INFORMATION (4-08-1b)

<p>MATERIALS:</p> <p>Egg cup Box Yellow pencil Tape</p>	<p>GENERAL PROCEDURE:</p> <p>Teacher presents taped commentary, demonstrates, and elicits choral responding.</p>	<p>OBJECTIVE(S):</p> <p>Use eyes and ears to get necessary information.</p>	<p>VOCABULARY:</p>
<p>VISUAL</p>	<p>AUDITORY (TEACHER COMMENTARY)</p>		<p>CONFIRMATION</p>
<p>Egg cup</p>	<p>1a. Remember last time we talked about information and getting to know things. Do you know lots of things?</p> <p>b. Do you know about cars? . . . dogs? . . . houses?</p> <p>c. You tell me some more things you know.</p> <p>d. Did you know all these things when you were just born, when you were a tiny baby?</p> <p>e. But now you know all those things. You learned. You got information. How did you get all that information? (IF NO RESPONSE, POINT TO EYES AND EARS).</p> <p>2a. (PLACE EGG CUP ON TABLE) Last time you got information about this. What is this called?</p> <p>b. Last time you heard it called an egg cup with your _____. (POINT TO EARS IF NECESSARY).</p> <p>c. Did you get information with your ears?</p> <p>d. You saw an egg put in it with your _____. (POINT ONLY IF NECESSARY).</p> <p>e. Did your eyes give you information?</p> <p>f. You used your eyes and ears to see and hear information about the egg cup. What did you use to get information about cars, houses, and dogs?</p>		<p>Yes, you do. Yes (AFTER EACH ITEM). You know many things.</p> <p>No. New babies don't have much information.</p> <p>Most of the information you got with your eyes and ears.</p> <p>It is an egg cup.</p> <p>Ears. Yes. Your ears gave you the information. You heard this called an egg cup. Eyes.</p> <p>Yes, seeing gives information. Your eyes and ears. You saw and heard information about them.</p>

## PROGRAM LOGIC 2: INFORMATION (4-08-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Yellow pencil in closed box	3a. To learn new things we need information. What do we need to learn something new? b. (PLACE CLOSED BOX ON TABLE) Can you tell what is in this box? c. How can you get more information?	Information. No, you don't have enough information. You can look into the box. Yes. Your eyes.
Yellow pencil	d. (OPEN BOX) Are you getting more information? e. What are you using to get more information? f. (HOLD UP) You see that it is yellow, long, and it has a point at one end. What is it?	A pencil.
2 fingers	4a. (HOLD UP 2 FINGERS) How many fingers can you see? b. What gave you that information?	Two. Your eyes gave you that information.
1 finger	5a. Close your eyes tight. Now don't open them until I tell you to open them. (HOLD UP ONE FINGER) Do you know how many fingers I have up now? b. Are your eyes giving you information? c. Open your eyes. Are your eyes giving you information now? d. How many fingers do you see? 6a. (SNAP FINGERS REPEATEDLY) What am I doing? b. (HIDE HAND, CONTINUE SNAPPING) Am I still snapping my fingers? c. Are your eyes giving you the information? d. How are you getting the information? 7. Tell me two ways you know to get information.	No, you can't tell. No. Yes. One.  Yes. No, you can't see the snapping. You are hearing it with your ears. You see with your eyes and hear with your ears.

(PUT MATERIALS AWAY)

PROGRAM LOGIC 3: INFORMATION (4-09-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
1 blue, 1 red, 2 green beads Paper bag Tape	Teacher presents taped commentary, demonstrates, and elicits choral responding.	Assert or deny whether sufficient information is given to answer question.	Can tell Can't tell
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
2 fingers	1. Last time we talked about two ways we get information. What are they?		We use our eyes and ears to get information.
	2. (HOLD UP) Can you tell how many fingers I have up?		Yes. Your eyes give you the information that you need to tell.
Paper bag	3. Sometimes, we don't have enough information to tell. (MAKE A FIST, COVER HAND WITH PAPER BAG, RAISE 3 FINGERS IN BAG) Now can you tell me how many fingers are up?		No, you can't tell.
	4. How can you get enough information to tell how many fingers are up?		You can remove the bag.
	5. (ASK CHILD TO REMOVE BAG) Now your eyes give you more information. Do you have enough information now to tell how many?		Yes, now you have enough information.
Red bead, blue bead	6a. (PLACE RED BEAD AND BLUE BEAD ON TABLE) I am going to take this red bead and this blue bead and shake them in my hands. (CUP HANDS, SHAKE) Now without letting anyone else see, I'll put one bead in each hand. (MAKE FISTS, PUT RIGHT FIST ON TABLE, HOLD LEFT FIST OUT) Can you tell me the color of the bead in this hand?		No. You know it is red or blue but you can't tell which color I have in this hand.

PROGRAM LOGIC 3: INFORMATION (4-09-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>b. What do you need?</p> <p>c. How can you get more information?</p> <p>d. There is another way you can get enough information. I can open the other hand. (OPEN) Now you see the bead in my right hand is red. Can you tell the color of the bead in my left hand? (HOLD OUT CLOSED LEFT HAND)</p> <p>e. What color is it?</p> <p>7a. Let's do it again. (SHOW TWO BEADS, SHAKE, SEPARATE THEM INTO YOUR FISTS AS BEFORE; HOLD OUT LEFT HAND) Can you tell what color the bead in this hand is?</p> <p>b. Do you have any information about the color of this bead? You have some information but not enough to tell what color it is. Let's think about what you know from the information.</p> <p>c. Is the bead yellow?</p> <p>d. Is it brown?</p> <p>e. Is it blue?</p>	<p>More information. An easy way to get more information would be for me to open my left hand. Then you can see the color.</p> <p>Yes. You know I have one read bead and one blue bead. You see the red bead in my open hand, so you know the beat in my closed hand must be blue. Blue.</p> <p>No, you can't tell. Yes.</p> <p>No, the information you have tells you that it is <u>not</u> yellow. No. Your information tells you it is <u>not</u> brown. You can't tell. Your information tells you that it is blue or red, but not which one is in this hand.</p>

PROGRAM LOGIC 3: INFORMATION (4-09-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
2 green beads	<p>f. (OPEN RIGHT HAND) Now you have more information to go with the other information. Is it enough?</p> <p>g. What color is the bead in my closed hand? (PUT BEADS AWAY)</p> <p>8a. (SHOW OPEN HAND) Now I'll take two other beads. What color are these beads?</p> <p>b. (SHAKE AND SEPARATE BEADS AS BEFORE) Can you tell the color of the bead in this hand?</p> <p>c. How did you know? When I ask you questions, sometimes you can <u>tell</u> me the answer and sometimes you can't <u>tell</u> me the answer.</p> <p>9. When you <u>don't</u> have enough information, can you tell me the answer?</p> <p>10. Then, what do you have to do?</p> <p>11. When you have <u>enough</u> information, can you tell me the answer to a question?</p> <p>(PUT MATERIALS AWAY)</p>	<p>Yes, now you can tell. (OPEN HAND AND SAY: IT IS RED [OR BLUE])</p> <p>They are both green.</p> <p>Yes, you can tell it is green. You saw <u>both</u> beads were green.</p> <p>No.</p> <p>Ask for or get more information.</p> <p>Yes.</p>

PROGRAM LOGIC 4: YES, NO, CAN'T TELL (4-09-3)

MATERIALS: Student Booklets Marking pens Tape	GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.	OBJECTIVE(S): Answer question when information available; say "can't tell" when unable to answer because of insufficient information.	VOCABULARY: can't tell
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<u>yes</u>	(HAND OUT BOOKLETS AND PENS) Here are your booklets and pens.		
<u>yes</u>	1a. Remember this word? It is "yes." What is the word? b. Point to the word "yes." Mark "yes."	Yes.	Yes.
House <u>no</u>	2a. (POINT TO HOUSE) Look at this picture. Is it a house? b. Mark "yes."	Yes, it is a house.	Yes, it is a house.
Chair <u>no</u>	3a. Remember this word? It is "no." What is this word? b. Point to the word "no." Mark "no."	No.	No.
Ice cream cone <u>yes</u>	4a. Look at the picture. Is it an apple? b. Mark "no."	No, it is not an apple.	No, it is not an apple.
Giraffe <u>yes</u>	5. Is this an ice cream cone? Mark the answer.		
Chair <u>yes</u>	6. Is this a kitten? Mark the answer.		
Chair <u>yes</u>	7. Is this a chair? Mark the answer.		
Cow <u>yes</u>	8. Is this a cow? Mark the answer.		

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
yes Cow no	9. Is this a tree? Mark the answer.	It is a question mark. A question mark. When we need more information.
?	10. When we have enough information, we can sometimes answer a question "yes" or "no." Sometimes we do not have enough information to give the answer. (POINT) This is a question mark. What is it?	
?	11a. What is this sign? b. When do we use it?	
yes Fence with hole no	c. Mark the sign that shows you need more information.	No, we can't tell.
	12a. Look at the fence. Can you tell what is behind the fence?	
?	b. We can't tell what is behind the fence; we need more information. Mark the sign that shows we need more information.	We can get more information by seeing and hearing. We need more information.
(SAME AS #12) yes no	13a. Is there a boy behind the fence? Can you answer "yes" or "no," or do you need more information?	
?	b. Mark the one that shows you need more information.	We need more information.
(SAME AS #12) yes no	14. Is there a ball behind the fence? Mark the answer.	
?	15a. Is there a tree behind the fence? Mark the answer. b. How can we find out what is behind the fence?	We can see for ourselves or I can tell you more information. Yes.
(SAME AS #12) yes no	16a. Look at the fence again. Is there a hole in the fence? b. Mark the answer.	
(SAME AS #12) yes no	c. Do you see a way to get more information?	We can look through the hole and see what is behind the fence.
?		



**PROGRAM** LOGIC 4: YES, NO, CAN'T TELL (4-09-3)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Hole with dog, ball, house yes <u>no</u> ?	17. Let's look through the hole. Now we can see for ourselves what is behind the fence. Do you see a dog? Mark the answer.	
(SAME AS #17) yes <u>no</u> ?	18. Do you see a girl? Mark the answer.	
(SAME AS #17) yes <u>no</u> ?	19. Is there a ball? Mark the answer.	
(SAME AS #17) yes <u>no</u> ?	20. Do you see a house? Mark the answer.	
(SAME AS #17) yes <u>no</u> ?	21. Is there a boy in the house? Mark the answer.	We can't tell. We need more information.
(SAME AS #17) yes <u>no</u> ?	22. Do you see a tree? Mark the answer.	
Boy with hand closed yes <u>no</u> ?	23a. This boy is hiding something in his hand. Is there a penny in his hand? Mark the answer. b. We can't tell. We need more information. How can we get more information?	
(SAME AS #23) yes <u>no</u> ?	24. Listen. I will give you some information. The boy does not have a penny in his hand. Now you tell. Is there a penny in his hand? Mark the answer.	We can see for ourselves or I can tell you.
(SAME AS #23) yes <u>no</u> ?	25a. Is there a mouse in his hand? Mark the answer. b. We don't have enough information. Is there another way we can get information?	We can look and see.



PROGRAM LOGIC 4: YES, NO, CAN'T TELL (4-09-3)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Boy, key in open hand yes    <u>no</u>    ?</p>	<p>26. Now the boy opens his hand. We have more information. We can see for ourselves. Is there a mouse in his hand? Mark the answer.</p>	
<p>(SAME AS #26) yes    <u>no</u>    ?</p>	<p>27. Is there a button in hand? Mark the answer.</p>	
<p>(SAME AS #26) <u>yes</u>    no    ?</p>	<p>28. Is there a key in his hand? Mark the answer.</p>	
<p>yes    no    ?</p>	<p>29. Mark the one that shows we need more information.</p>	
	<p>(PUT MATERIALS AWAY)</p>	

PROGRAM LOGIC 5: YES, NO, CAN'T TELL (4-10-1b)

MATERIALS:		GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Penny Scotch tape Card with "yes," "no," "?" for each child		Teacher reads written commentary, demonstrates, and elicits choral responding.	(SAME AS LOGIC 4)	
VISUAL	AUDITORY (TEACHER COMMENTARY)			CONFIRMATION
yes      no      ?	<p>(HAND OUT "YES," "NO," "?" CARDS)</p> <p>1a. (POINT TO "YES") Look up here. What does this word say?</p> <p>b. Now you point to the word that says "yes."</p> <p>c. (POINT TO "?") Look up here. What is this sign?</p> <p>d. You point to the one that says "can't tell."</p> <p>e. (POINT TO "NO") What does this word say?</p> <p>f. You point to the one that says "no."</p> <p>g. Point to "yes."</p> <p>h. Point to "no."</p> <p>i. Point to "can't tell."</p> <p>2a. (SHOW TAPE IN PALM OF HAND) See this piece of tape? I'm going to do some things with it. You will answer questions about what I am doing.</p> <p>b. (PUT HANDS BEHIND BACK) Now listen to me. I have tape in one of my hands. (SHOW CLOSED FISTS) Maybe it's in my right hand and maybe it's in my left hand. Do I have tape in this hand? (HOLD OUT CLOSED LEFT FIST)</p> <p>c. Point to the one that says "can't tell."</p> <p>3a. (HOLD OUT CLOSED LEFT FIST) Now listen, I will give you some more information. I do <u>not</u> have tape in this hand. Do I have tape in this hand?</p> <p>b. Point to the answer.</p>			<p>The word says "yes." (CHECK)</p> <p>This is a question mark. It says "can't tell," need more information. (CHECK)</p> <p>The word says "no." (CHECK)</p> <p>(CHECK AND CONFIRM) (CHECK AND CONFIRM) (CHECK AND CONFIRM)</p> <p>Can't tell. You need more information. (CHECK AND CONFIRM)</p> <p>No. (CHECK AND CONFIRM)</p>
Piece of scotch tape				
yes      no      ?				
yes      no      ?				

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p><u>yes</u>      no      ?</p>	<p>3c. How can you tell?</p> <p>4a. (HOLD OUT CLOSED LEFT FIST) I told you I don't have tape in this hand. (HOLD OUT CLOSED RIGHT FIST) Now tell me, do I have tape in this hand?</p> <p>b. Point to the answer.</p> <p>c. How can you tell?</p>	<p>I told you the information.</p> <p>Yes. (CHECK AND CONFIRM) I told you the information, I had tape in one of my hands.</p>
<p><u>yes</u>      no      ?</p>	<p>5a. Now use your eyes to find out the information for yourself. (SHOW TAPE ON PALM) Is there tape on the inside of my hand?</p> <p>b. Point to the answer.</p>	<p>Yes, you can see the tape. You use your eyes to get information. (CHECK AND CONFIRM)</p>
<p><u>yes</u>      no      ?</p>	<p>6a. (PUT TAPE ON BACK OF DRESS, SHOW EMPTY PALM) Is there tape in my hand?</p> <p>b. Point to the answer.</p> <p>c. How do you know?</p>	<p>No. (CHECK AND CONFIRM) Your eyes gave you the information.</p>
<p><u>yes</u>      no      ?</p>	<p>7a. (HANDS BEHIND BACK, PUT TAPE ON PALM; SHOW BACK OF HAND) Is there tape on the inside of my hand?</p> <p>b. Point to the answer.</p> <p>c. Why can't you tell?</p>	<p>Can't tell; maybe there is and maybe there isn't. (CHECK AND CONFIRM) You need more information.</p>
<p>Penny</p>	<p>8. Now we'll play the game with a penny. (PLACE PENNY IN CLOSED FIST) I'll tell you some information. Now listen to me. (SHOW CLOSED FIST) Maybe I have a penny in my hand. Is there a penny in my hand?</p>	<p>Can't tell. You don't have enough information.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>9. (SHOW CLOSED FIST) Listen. I have no penny in my hand. Is there a penny in my hand?</p> <p>10. (SHOW CLOSED FIST) I have a penny in my hand. Is there a penny in my hand?</p> <p>11. From now on you can use your eyes to get the information. (SHOW OPEN HAND WITH NO PENNY) Is there a penny in my hand?</p> <p>12. (HOLD PENNY IN CLOSED FIST) Is there a penny in my hand?</p> <p>13a. (SHOW OPEN HAND WITH PENNY) Is there a penny in my hand?</p> <p>b. Tell me, what are two ways we can get information?</p> <p>(PUT MATERIALS AWAY)</p>	<p>No; I told you the information.</p> <p>Yes. I told you the information.</p> <p>No, you see there is no penny. Your eyes gave you the information.</p> <p>Can't tell. Maybe there is and maybe there isn't. You need more information.</p> <p>Yes... Your eyes gave you the information.</p> <p>We can use our eyes and our ears to get information.</p>

PROGRAM LOGIC 6: YES, NO, CAN'T TELL (4-10-3a)

MATERIALS: Student Booklets Marking pens Tape	GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.	OBJECTIVE(S): (SAME AS LOGIC 4)	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p><u>yes</u></p> <p><u>no</u></p> <p><u>?</u></p> <p><u>yes</u></p> <p><u>no</u></p> <p><u>yes</u></p> <p><u>yes</u></p> <p><u>yes</u></p> <p><u>yes</u></p> <p><u>yes</u></p> <p><u>yes</u></p> <p>Closed refrigerator</p> <p><u>yes</u></p>	<p>(HAND OUT BOOKLETS AND PENS) Here are your booklets and pens.</p> <p>1a. This word says "yes." What does the word say? b. Mark "yes."</p> <p>2a. This word says "no." What does the word say? b. Mark "no."</p> <p>3a. This is a question mark. It says "can't tell," we need more information. What does the sign say? b. Mark "can't tell."</p> <p>4. Mark "no."</p> <p>5. Mark "can't tell," need more information.</p> <p>6. Mark "yes."</p> <p>7a. Is there some candy in my purse? b. Mark "can't tell."</p> <p>8. Do you eat soup with a spoon? Mark the answer.</p> <p>9. Does a horse sleep in your house? Mark the answer.</p> <p>10. This is Mrs. Smith's refrigerator. Is there milk in this refrigerator? Mark the answer.</p>		<p>The word says "yes."</p> <p>The word says "no."</p> <p>The sign says "can't tell," we need more information.</p> <p>Can't tell. You need more information.</p> <p>Yes, you know you eat soup with a spoon.</p> <p>No, you have not seen a horse sleep in your house.</p> <p>You can't tell. You need more information.</p>

PROGRAM LOGIC 6: YES, NO, CAN'T TELL (4-10-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(SAME AS #10) yes      no      ?	11. Are there apples in the refrigerator? Mark the answer.	You can't tell. You can't see inside. You need more information.
Apples, turkey, milk in open refrigerator yes      no      ?	12. Let's open the door and get some more information. Are there apples in the refrigerator?	Yes, we see apples. We have enough information.
(SAME AS #12) yes      no      ?	13. Is there a big cake in the refrigerator? Mark the answer.	No, our eyes give us the information that there is no cake.
(SAME AS #12) yes      no      ?	14. Is there a turkey in the refrigerator? Mark the answer.	Yes, we have the information.
Wrapped present yes      no      ?	15. It's Charles' birthday. He got this present. Is there a toy boat inside? Mark.	We can't tell. We need more information.
(SAME AS #15) yes      no      ?	16. Is there a baseball inside? Mark the answer. How could we get more information?	We can't tell. We could open the present.
Baseball, glove in box yes      no      ?	17. Let's open the present and see for ourselves. Is Charles' present a toy boat? Mark.	Our information says no.
(SAME AS #17) yes      no      ?	18. Is there a baseball inside? Mark.	Yes, now we have enough information.

(PUT MATERIALS AWAY)

MATERIALS: Student Booklets Marking pens Tape	GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.	OBJECTIVE(S): (SAME AS LOGIC 4)	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>yes      no      ?</p> <p>yes      no      ?</p> <p>yes      no      ?</p> <p>yes      Boy      ?</p> <p>yes      no      ?</p> <p>Mouse in boy's hand</p> <p>yes      no      ?</p> <p>Mouse</p> <p>yes      no      ?</p> <p>Mouse jumping from hand</p> <p>yes      no      ?</p> <p>Boy by chair: in living room</p> <p>yes      no      ?</p> <p>Boy sees shoe under chair</p> <p>yes      no      ?</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>1. Mark "yes."</p> <p>2. Mark "no."</p> <p>3. Mark "can't tell."</p> <p>4. Here is Johnny. Is Johnny a boy? Mark the answer.</p> <p>5. (POINT) Here is Johnny's mouse. Is the mouse in a cage? Mark the answer.</p> <p>6. Johnny calls his mouse Morry. Is the mouse's name Morry? Mark the answer.</p> <p>7. Johnny and Morry love to play hide and seek. One day when Johnny was holding his mouse, it jumped right out of his hand and ran to hide. Where is Morry going to hide? Mark.</p> <p>8. Johnny races into the living room to find his mouse. Is the mouse hiding under the chair? Mark.</p> <p>9. Let's look under the chair and see. Can you see Morry?</p>		<p>Yes, your eyes give the information that he is a boy.</p> <p>No, your eyes give the information that he is out of a cage.</p> <p>Yes, you heard that information.</p> <p>You can't tell; you don't have the information.</p> <p>You need more information.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
yes	10. Is Morry in the shoe? Mark.	Can't tell. You need more information.
<u>yes</u>	11a. Listen. Johnny tells us Morry is in the shoe. Is Morry in the shoe? Mark the answer. b. How did you get the information? c. Is there any other way you can get the information?	Yes. Johnny told us. Yes, we can look and see for ourselves.
	12. O.K. Let's look in the shoe. Is Morry in the shoe? Mark.	Yes, our eyes give us the information. We see him.
Mouse in shoe yes	13. Oops! Morry is running away again. Where is he going now? Mark the answer.	
Room with bed and closet yes	14. Let's look in the closet. Is Morry in the closet? Mark.	We can't tell. We need more information.
Clothes, shoes, toys in closet yes	15. Are there toys in the closet? Mark. How can you tell?	You can see the toys.
<u>yes</u>	16. Do you see clothes in the closet? Mark.	
<u>yes</u>	17. Are there hats in the closet? Mark.	
yes	18. Do you see Morry in the closet? Mark.	
yes	19. Johnny looked in shoes, behind the toys, in all the pockets of the clothes. Morry must be hiding somewhere else. Is he under the bed? Mark.	
Mouse under bed yes	20. Let's look under the bed. Do you see Morry under the bed? Mark.	
Mouse jumping into boy's hand	21. Morry is tired of playing Hide and Seek. He jumps into Johnny's hand. Now Johnny is happy! (PUT MATERIALS AWAY)	



PROGRAM LOGIC 8: INTRODUCTION TO TERMS: ALL, SOME, NONE (4-11-4a)

MATERIALS: Student Booklets Marking pens Tape	GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.	OBJECTIVE(S): Select set where all, some, or no objects are of a specific category.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
Fish bowl/ 5 fish with stripes (#1)	(HAND OUT BOOKLETS AND PENS) Here are your booklets and pens.  1. In this bowl we see fish with stripes. Do all the fish have stripes?		Yes, our eyes give us the information that <u>all</u> the fish have stripes.
Fish bowl/ 5 fish (some with stripes) (#2)	2a. In this bowl we see <u>some</u> fish have stripes. Do <u>all</u> of the fish have stripes?  b. Do <u>some</u> fish have stripes?		No, not all fish have stripes. Yes, <u>some</u> have stripes
Fish bowl/ 5 fish (no stripes) (#3)	3a. Do <u>some</u> of the fish have stripes?  b. Do <u>none</u> of the fish have stripes?		No, we do not see any fish with stripes. Yes, <u>none</u> of the fish have stripes.
#1, 2, 3	4. Find the bowl where <u>all</u> of the fish have stripes. Mark the dot.		
#1, 2, 3	5. Find the bowl where only <u>some</u> of the fish have stripes. Mark the dot.		

PROGRAM LOGIC 8: Introduction to terms all, none and some (4-11-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>#1, 2, 3</p> <p>Balloons and kites; kites; balloons</p> <p>SAME AS #7</p> <p>SAME AS #7</p>	<p>6. Find the bowl where <u>none</u> of the fish have stripes. Mark the dot.</p> <p>7. Find the picture where <u>all</u> the toys are balloons. Mark.</p> <p>8. Mark the picture where <u>none</u> of the toys are balloons.</p> <p>9. Mark the picture where only <u>some</u> of toys are balloons.</p> <p>(PUT MATERIALS AWAY)</p>	

PROGRAM LOGIC 9: SOME, ALL, NONE (4-12-2a)

MATERIALS: Student Booklets Marking pens Maps Tape	GENERAL PROCEDURE: Teacher presents taped commentary, demonstrates, and supervises booklet marking.	OBJECTIVE(S): (SAME AS LOGIC 4)	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>Boy, roads to merry-go-round</p> <p>Blue roads</p>	<p>(HAND OUT MAPS)</p> <p>1a. (POINT) Here is Willie. Willie wants to go to the merry-go-round. Let's see which roads will take him to the merry-go-round. (POINT TO BOTTOM BLUE ROAD) Follow this blue road with your finger (DEMONSTRATE). Does this blue road go to the merry-go-round?</p> <p>b. (POINT) Now follow the other blue road with your finger. Does this blue road go to the merry-go-round?</p> <p>c. Do <u>all</u> the blue roads go to the merry-go-round?</p> <p>d. Do <u>some</u> of the blue roads go to the merry-go-round?</p> <p>e. If Willie walks on a blue road, will he get to the merry-go-round?</p>	<p>Yes.</p> <p>No.</p> <p>No, some do and some don't.</p> <p>Yes, some of the blue roads go to the merry-go-round.</p>	<p>Can't tell; maybe he will and maybe he won't. We don't have enough information.</p>
<p>Brown roads</p>	<p>f. If he walks on this blue road (POINT) he gets there; if he walks on this one (POINT) he doesn't. We need more information. We need to know which blue road he goes on.</p> <p>2a. (POINT TO TOP BROWN ROAD) Let's try the brown roads. Follow this brown road with your finger (DEMONSTRATE). Does this brown road go to the merry-go-round?</p> <p>b. Now follow the other brown road (POINT). Does this brown road go to the merry-go-round?</p> <p>c. Do <u>all</u> of the brown roads go to the merry-go-round?</p>	<p>No.</p> <p>No.</p> <p>No.</p>	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Yellow roads</p> <p>yes no ?</p> <p>yes no ?</p>	<p>2d. Do <u>some</u> of the brown roads go to the merry-go-round?</p> <p>e. How many brown roads go to the merry-go-round?</p> <p>f. If Willie walks on a brown road will he get to the merry-go-round?</p> <p>g. This time, just knowing that it is a brown road is enough information. We know that <u>no</u> brown road goes to the merry-go-round. If Willie walks on a blue road, will he get to the merry-go-round?</p> <p>3a. (POINT) Look at this yellow road. Let's see where it goes. Does this yellow road go to the merry-go-round?</p> <p>b. (POINT) Now follow the other yellow road. Does this road go to the merry-go-round?</p> <p>c. If Willie walks on a yellow road will he get to the merry-go-round?</p> <p>(HAND OUT BOOKLETS AND MARKING PENS) Here are your booklets and pens. Open to the first page.</p> <p>1. Some blue roads go to the merry-go-round. If Willie walks on a blue road will he get to the merry-go-round? Mark the answer.</p> <p>2a. All yellow roads go to the merry-go-round. If Willie walks on a yellow road will he get to the merry-go-round? Mark the answer.</p> <p>b. Did we need the information of which yellow road he went on?</p>	<p>No, <u>none</u> of the brown roads go to the merry-go-round.</p> <p>None.</p> <p>No, he will <u>never</u> get there.</p> <p>Can't tell; we need more information. We must know which blue road he goes on.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes, he will <u>always</u> get to the merry-go-round.</p> <p>We have enough information.</p> <p>The answer is can't tell. Maybe he will and maybe he won't. We must know which blue road.</p> <p>The answer is yes. Willie will get to the merry-go-round.</p> <p>No, all go to the merry-go-round.</p>

**PROGRAM** LOGIC 9: ALL, SOME, NONE (4-12-2a)

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
yes	<u>no</u> ?	3. None of the brown roads go to the merry-go-round. If Willie walks on a brown road will he get to the merry-go-round? Mark the answer.	No, Willie will not get to the merry-go-round.
yes	<u>no</u> ?	4. Some of the blue roads go to the merry-go-round. If Willie walks on a blue road will he get to the merry-go-round? Mark the answer.	
yes	<u>no</u> ?	5. All of the yellow roads go to the merry-go-round. If Willie walks on a yellow road will he get to the merry-go-round? Mark the answer.	
yes	<u>no</u> ?	6. Some of the blue roads go to the merry-go-round. If Willie walks on a blue road will he get to the merry-go-round? Mark the answer.	
yes	<u>no</u> ?	7. If Willie walks on a brown road will he get to the merry-go-round? Mark the answer.	
yes	<u>no</u> ?	8. If Willie walks on a blue road will he get to the merry-go-round? Mark the answer.	
yes	<u>no</u> ?	9. If Willie walks on a yellow road will he get to the merry-go-round? Mark the answer.	

(PUT MATERIALS AWAY)

<p><b>MATERIALS:</b> Student Booklets Marking pens Teacher pictures Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.</p>	<p><b>OBJECTIVE(S):</b> (SAME AS LOGIC 4)</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>Pond with red, orange, and brown frogs</p>	<p>(HOLD UP PICTURE) Here is a pond full of frogs. The frogs are different colors.</p> <ol style="list-style-type: none"> <li>Can you find some red frogs? A, you point to them.</li> <li>Find some orange frogs. B, you point.</li> <li>There are also some brown frogs. Can you find them? C, you point.</li> <li>Are <u>all</u> the frogs orange? Say "<u>some</u> are orange."</li> <li>Here is a rock in the pond. There is a frog hiding behind the rock. What is behind the rock?</li> <li>Is there an orange frog behind the rock?</li> </ol> <p>(HAND OUT BOOKLETS AND MARKING PENS) Here are your booklets and pens.</p>		<p>No, only <u>some</u> are orange.</p> <p>A frog.</p> <p>The answer is can't tell. Maybe the frog is orange, maybe it's brown or maybe it's red. We need more information.</p>
<p>yes    <u>no</u>    ?</p> <p>yes    <u>no</u>    ?</p>	<ol style="list-style-type: none"> <li>Open to the first page. Look up here. (POINT TO TEACHER PICTURE) Are <u>all</u> the frogs in the pond red? Mark the answer.</li> <li>Look up here. (POINT TO TEACHER PICTURE) Is the frog behind the rock red? Mark the answer.</li> <li>What do we need?</li> </ol>		<p>The answer is no. Only <u>some</u> are red.</p> <p>The answer is can't tell. Maybe it's red, maybe it's brown or orange. We need more information.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
yes <u>no</u> ?	3. Look up here. (POINT) Are some of the frogs in the pond red? Mark the answer.	The answer is yes. Some are red.
yes <u>no</u> ?	4a. Is the frog behind the rock red? Mark the answer. b. How can we get more information?	The answer is can't tell. We can look behind the rock.
	c. Let's look. (LIFT FLAP) Now you can tell. What color is the frog?	Red.
Farm with pigs, cow, ducks, and turkey; haystack	5. (HOLD UP TEACHER PICTURE) Here is a farm with many kinds of animals. a. Can you find the pigs? <u>A</u> , you point. b. Find the turkey. <u>B</u> , you point. c. There are some ducks. Can you find them. <u>C</u> , you point. d. There is also a cow. Find it. <u>D</u> , you point.	
yes <u>no</u> ?	6. Are all the animals on the farm ducks? Mark the answer.	No, only some are ducks.
yes <u>no</u> ?	7a. (POINT TO HAYSTACK) Here is a haystack. There is an animal behind the haystack. What is behind the haystack? b. Is the animal behind the haystack a cow? Mark the answer.	An animal. The answer is can't tell. Maybe it's a cow, maybe it's a pig or a duck or a turkey. We need more information.
yes <u>no</u> ?	8. Look up here. (POINT) Are all the animals on the farm ducks? Mark the answer.	No, only some are ducks.
yes <u>no</u> ?	9a. Is the animal behind the haystack a duck? Mark the answer.	The answer is can't tell. Maybe it's a duck, maybe it's a cow or a pig or a turkey.
	b. Let's get some more information. (LIFT FLAP) What animal is it?	A pig.



VISUAL

Fish bowl: Fish with green stripes, blue dots, orange squares, plain

yes no ?

yes no ?

AUDITORY (TEACHER COMMENTARY)

10. (HOLD UP TEACHER PICTURE) Here is a bowl of fish. There are all kinds of fish in the bowl.
  - a. Find some fish with green stripes. A, you point to some fish with green stripes.
  - b. Find some fish with blue dots. B, you point.
  - c. There are also some fish with orange squares. Can you find them? C, you point.
  - d. There are even some fish with no marks on them. They are plain. Find the plain fish. D, you point.
11. Do all the fish have green stripes? Mark the answer.
- 12a. Look up here. (POINT TO ROCK) Here is a rock in the fish bowl. There is a fish behind it. What is behind the rock?
  - b. Does the fish behind the rock have green stripes. Mark the answer.
  - c. Let's get some information. (LIFT FLAP) What does this fish have?

(PUT MATERIALS AWAY)

CONFIRMATION

No, only some have green stripes.

A fish.

Can't tell.

Orange squares.



PROGRAM LOGIC 11 (4-13-2a)			
MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Teacher pictures Tape	Teacher presents taped commentary, demonstrates, and supervises booklet marking.	(SAME AS LOGIC 4)	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
Circus train with monkeys, elephants and lions	<p>(SET UP CIRCUS TRAIN) Look up here. Here is a circus train, (HOLD UP CARDS) and here are some circus animals that I am going to put on the train.</p> <p>a. There are some monkeys. <u>A</u>, can you find them?</p> <p>b. There are some elephants. <u>B</u>, find them.</p> <p>c. <u>C</u>, see if you can find some lions.</p> <p>d. (POINT) This box car is closed, but we can look in and see that it is empty now (PICK UP FLAPS).</p> <p>e. Are there any bears in this circus?</p> <p>f. Say "There are no bears in the circus."</p> <p>Now I'm going to put some of the animals on the train. (PLACE IN FOLLOWING ORDER: LION, MONKEY, LION, ELEPHANT; LEAVE UNUSED CARDS FACE DOWN)</p> <p>I put one in the closed box car. (POINT TO CAGE FLAP)</p> <p>Look at this box car. We can't see the animals inside this box car.</p> <p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>1. Open your booklets. Now look up here. Are there any bears in this circus train? Mark the answer.</p> <p>2. Look here. (POINT TO CAGE FLAP) Are there any bears in this box car? Mark the answer.</p> <p>3. Look up here. (POINT) Is there a monkey in this box car? Mark the answer.</p>		<p>No, there are no bears.</p> <p>No, there are no bears.</p> <p>No, because there are no bears in the circus train.</p> <p>Can't tell; we need more information. Maybe there is a monkey, maybe a lion, or an elephant.</p>
yes <u>no</u> ?			
yes <u>no</u> ?			
yes <u>no</u> ?			

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
yes <u>no</u> ?	<p>4a. Look here. (POINT) Are there any bears in this box car? Mark the answer.</p> <p>b. We have some information, but not enough to tell which animal is in it. Let's get more information. (LIFT FLAP) Do you have enough information now?</p> <p>c. What is the animal?</p>	<p>No, because we have information that there are no bears in this circus.</p> <p>Yes.</p> <p>A lion.</p>
<p>Farm with haystack, six pigs</p> <p>yes    <u>no</u>    ?</p>	<p>5a. (HOLD UP TEACHER PICTURE) Here is a farm. Are all the animals on this farm pigs? Mark the answer in your booklet.</p> <p>b. Look here. Let's all take a turn and point to a pig on the farm. (HAVE EACH CHILD POINT) All the animals on this farm are pigs.</p> <p>6a. (POINT) Here is a haystack. Now there is nothing behind it (LIFT FLAP).</p> <p>b. Close your eyes. I am going to put one of these animals behind it (PLACE PIG BEHIND HAYSTACK, REARRANGE OTHERS). Open your eyes. (POINT) Now there is an animal behind this haystack. Is it a horse? Mark the answer.</p>	<p>Your eyes give you the information that all the animals are pigs.</p>
yes <u>no</u> ?	<p>7a. Is there a pig behind the haystack? Mark the answer.</p> <p>b. (LIFT FLAP)</p>	<p>No, all the animals on this farm are pigs.</p> <p>Yes, you all know that all the animals are pigs.</p>
Children playing in classroom	<p>8. Here is a classroom. In this room the children are doing things. Some of the children are playing with blocks.</p> <p>a. A, can you find them?</p> <p>b. There are some children playing with fire trucks. B, can you find them?</p>	

**PROGRAM** LOGIC 11 (4-13-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>yes <u>no</u> ?</p>	<p>c. There are some children reading story books. <u>C</u>, find them.  d. There are some children drawing with crayons. <u>D</u>, see if you can find them.  e. Are some of the children playing with blocks? Mark the answer.</p>	<p>Yes, some of the children are playing with blocks.</p>
<p>yes <u>no</u> ?</p>	<p>9. Are all the children playing with blocks? Mark the answer.</p>	<p>No, some of the children are playing with blocks.</p>
<p>yes <u>no</u> ?</p>	<p>10. Look here. (POINT) Here is a playhouse. There are children in the playhouse, but we can't see them. Are the children in the playhouse playing with blocks? Mark the answer.</p>	<p>Can't tell; maybe they are playing with blocks, maybe they are doing something else.</p>
<p>yes <u>no</u> ?</p>	<p>11a. Are the children in the playhouse reading a story book? Mark the answer.  b. Let's see what the children are doing. (LIFT FLAP) What are they doing?</p>	<p>Can't tell; you don't have enough information.  Reading story books.</p>
	<p>(PUT MATERIALS AWAY)</p>	

PROGRAM LOGIC 12: ALL, SOME, AND NONE (4-13-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Spinners Student Booklets Marking pens Tape	Teacher presents taped commentary, holds up objects, and supervises booklet marking.	(SAME AS LOGIC 4)	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
yes      no      ?	(HAND OUT BOOKLETS AND MARKING PENS) Here are your booklets and pens. Open to the first page.		
yes      no      ?	1. Here are three spinners. (POINT TO "ALL BLUE") Does this spinner have <u>all</u> blue? Mark the answer.		Yes.
yes      no      ?	2a. (POINT TO "SOME BLUE") Does this spinner have <u>all</u> blue? Mark it.		No, it has some blue.
yes      no      ?	b. Tell me, does this spinner have <u>some</u> blue?		Yes, it has some blue.
yes      no      ?	3. (POINT TO "NO BLUE") Does this spinner have <u>some</u> blue? Mark the answer.		No, it has no blue.
yes      no      ?	4a. (POINT TO "SOME BLUE") If I spin the pointer on this spinner, when it stops will it point to blue? Mark it.		Can't tell.
	b. Why can't we tell?		We don't have enough information. It could point to blue or yellow or orange.
yes      no      ?	5a. (POINT TO "ALL BLUE") If I spin the pointer on this spinner, when it stops will it point to blue? Mark it.		Yes.
	b. How do you know?		We have enough information. The spinner has all blue.
yes      no      ?	6a. (POINT TO "NO BLUE") If I spin the pointer on this one, when it stops will it point to blue? Mark the answer.		No.
	b. How do you know?		Our eyes give us the information that there is no blue on the spinner.

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Flowers</p> <p>all some none</p>	<p>7. Here are some pictures of spinners. On which spinner will the pointer always stop on a flower? Mark it.</p>	
<p>all some none</p>	<p>8. Find the one where the pointer may sometimes stop on a flower. Mark it.</p>	
<p>all some none</p>	<p>9. Find the spinner where the pointer can never stop on a flower. Mark it.</p>	
<p>Hats</p> <p>all some none</p>	<p>10. Find the spinner where the pointer could stop on a hat, but you can't tell for sure.</p>	
<p>all some none</p>	<p>11. Find the one where you know the pointer can never stop on a hat. Mark it.</p>	
<p>all some none</p>	<p>12. Pick the one where the pointer will always stop on a hat. Mark it.</p>	
<p>Books</p> <p>all some none</p>	<p>13. Pick the one where you know the pointer can never stop on a book.</p>	
<p>all some none</p>	<p>14. Pick the one where you know the pointer will always stop on a book.</p>	
<p>all some none</p>	<p>15. Pick the one where the pointer could stop on a book, but you can't tell for sure.</p>	
<p>yes no ?</p>	<p>16. Listen. Let's pretend I have a spinner with <u>all</u> trees on it. If I spin the pointer would it stop on a tree? Mark the answer.</p>	<p>Yes, we have the information that all the stopping places are trees.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
yes <u>no</u> ?	17. Let's pretend I have a spinner with <u>no</u> trees on it. If I spin the pointer would it stop on a tree? Mark the answer.	No. We know there are no trees.
yes <u>no</u> ?	18. Let's pretend I have a spinner with <u>no</u> trees on it. If I spin the pointer would it stop on an apple? Mark the answer. Close your booklets and put down your pens. Listen carefully.	Can't tell. We need more information. We don't know if there are apples on it or not.
	19. Let's pretend again. How could I make a spinner that would stop at a horse every time?	Make all the stopping places horses.
	20. Let's pretend. How could I make a spinner that would sometimes stop on horses and sometimes stop on cows?	Make some stopping places horses and some stopping places cows.
	21. Let's pretend I have a spinner with some horses and some cows. If I spin the pointer will it stop on a cow?	Can't tell.
	(PUT MATERIALS AWAY)	

PROGRAM LOGIC 13: ALL, SOME, AND NONE (4-14-2a)

<p><b>MATERIALS:</b> Block sets Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, supervises handling of blocks, and elicits choral responding.</p>	<p><b>OBJECTIVE(S):</b> (SAME AS LOGIC 4)</p>	<p><b>VOCABULARY:</b> always sometimes never</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>Block Set: All blue block <u>Some</u> blue block <u>No</u> blue block</p>	<p>(PICK UP EACH BLOCK WITH FINGERTIPS, ROTATE SO CHILDREN CAN SEE ALL FOUR SIDES) Here are some blocks. (HAND OUT SET OF BLOCKS TO EACH CHILD)</p> <p>1a. Find the block with <u>all</u> blue sides. Hold it up. b. Find the block with <u>some</u> blue sides. Hold it up. c. Find the block with <u>no</u> blue sides. Hold it up.</p> <p>2a. Find the block with some blue sides. Let's all toss it like this (DEMONSTRATE). Look at the color on top (POINT). I got a _____. Did everyone get blue? When we throw the block with some blue sides we sometimes get blue and sometimes we get another color.</p> <p>b. Toss the some blue block again. Did we all get blue?</p> <p>c. When we throw the block with some blue sides do we always get blue? d. When we throw the block with some blue do we sometimes get blue? e. If I throw this block will I always get blue?</p> <p>f. Which block will sometimes give us blue? Hold up the block.</p> <p>3a. Find the block that has all blue sides. Hold it up. b. Let's all toss it like this. Did we all get blue?</p>	<p>(CHECK) (CHECK) (CHECK)</p> <p>No, some got blue and some didn't.</p> <p>No, maybe you got blue, and maybe you didn't.</p> <p>No, we sometimes get blue. Yes, we sometimes get blue.</p> <p>No, I will sometimes get blue.</p> <p>The block with some blue. (CHECK) Yes, we all got blue.</p>	



**PROGRAM** LOGIC 13: ALL, SOME, AND NONE (4-14-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>3c. When we toss the all blue block do we always get blue?</p> <p>4a. (HOLD UP SOME BLUE BLOCK) When I toss this block will I sometimes get blue?</p> <p>b. Hold up the block that will always give us blue.</p> <p>c. Hold up the block that will only sometimes give us blue.</p> <p>d. Toss the some blue block. Do we sometimes get blue and sometimes get another color?</p> <p>5a. Find the block with no blue sides. Hold it up.</p> <p>b. Let's all toss it like this. Did we all get blue?</p> <p>c. When we toss the no blue block do we always get blue?</p> <p>6a. (HOLD UP SOME BLUE BLOCK) When I toss this block will I sometimes get blue?</p> <p>b. Hold up the block that will always give us glue.</p> <p>c. Hold up the block that will never give us blue.</p> <p>d. Hold up the block that will sometimes give us blue.</p> <p>(COLLECT BLOCKS) Give me your blocks. (HOLD UP ALL BLUE)</p> <p>7a. If I toss this block will I always get blue?</p> <p>b. (HOLD UP SOME BLUE BLOCK) If I toss this block will I get blue?</p> <p>c. (HOLD UP NO BLUE) If I toss this block will I get blue?</p> <p>8a. If you always want to get blue which block would you toss?</p> <p>b. If you never want to get blue which block would you toss?</p> <p>c. If you sometimes want to get blue which block would you toss?</p> <p>(PUT MATERIALS AWAY)</p>	<p>Yes, we always get blue.</p> <p>Yes, sometimes I get blue It's the all blue block. It's the some blue block.</p> <p>Yes.</p> <p>(CHECK) No, none got blue. No, we never get blue.</p> <p>Yes. The block has all blue sides (HOLD UP). This block has no blue sides (HOLD UP). This block has some blue sides (HOLD UP).</p> <p>Yes. Can't tell; sometimes I will, sometimes I won't. No.</p> <p>All blue. No blue. Some blue.</p>



PROGRAM LOGIC 14: YES, NO, CAN'T TELL (4-14-4a)

MATERIALS: Student Booklets Marking pens Tape	GENERAL PROCEDURE: Teacher presents taped commentary, and supervises booklet marking. Tape	OBJECTIVE(S): (SAME AS LOGIC 4)	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
yes <u>no</u> ? yes <u>no</u> ? yes <u>no</u> ?	(HAND OUT BOOKLETS AND MARKING PENS) Here are your booklets and pens. 1. Mark "no." 2. Mark "yes." 3. Mark "can't tell."		
Kitten yes <u>no</u> ?	4a. Listen. I will tell you some information. This is Mary's cat. Is this Mary's cat? b. Mark "yes."		The answer is "yes" because I said this is Mary's cat.
Man's shoe yes <u>no</u> ?	5a. Listen to the information. This is <u>not</u> Charlie's shoe. Is this Charlie's shoe? b. Mark "no."		The answer is "no" because I told you this is not Charlie's shoe.
Dog yes <u>no</u> ?	6a. This is Ronnie's dog. Is the dog's name Skipper? b. Mark "can't tell."		You can't tell because nobody told you the dog's name. You need more information.
Television yes <u>no</u> ?	7a. This television is <u>not</u> turned on. Is the television turned on? Mark the answer. b. How did you know the answer?		I told you the television is not on.

**Program** LOGIC 14: YES, NO, CAN'T TELL (4-14-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Girl jumping rope yes    no    ?</p>	<p>8a. This girl is jumping rope. Is her name Marie? Mark the answer. b. What is the answer?</p>	
<p>Train yes    no    ?</p>	<p>9. This train has a caboose. Does this train have a caboose? Mark the answer.</p>	<p>The answer is "can't tell." You need more information.</p>
<p>Girl walking to school yes    no    ?</p>	<p>10. Paula is going to school. Is she going to paint at school? Mark the answer.</p>	<p>The answer is "yes." I told you the train has a caboose.</p>
<p>Man in plain shirt, pants yes    no    ?</p>	<p>11. Here is Mr. Smith. Mr. Smith is <u>not</u> a bus driver. Is Mr. Smith a bus driver? Mark the answer.</p>	
<p>Boy on bike yes    no    ?</p>	<p>12. Here Bobby is riding his bicycle fast. Is Bobby riding his bicycle fast? Mark the answer.</p>	
<p>Boy climbing stairs yes    no    ?</p>	<p>13. Jimmy's bat is in his room. He is going upstairs to get it. Is Jimmy getting his bat? Mark the answer.</p>	
<p>Bag yes    no    ?</p>	<p>14. There are no apples in the bag. Are there apples in the bag? Mark the answer.</p>	
<p>Carpenter yes    no    ?</p>	<p>15. This man is building a house. Is the house big? Mark the answer.</p>	<p>I told you he is building a house but you can't tell if it is big. You don't have the information.</p>

**PROGRAM**

LOGIC 14: YES, NO, CAN'T TELL (4-14-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Girl in house yes <u>no</u> ?</p> <p>Dog under table yes <u>no</u> ?</p> <p>Cat in box yes <u>no</u> ?</p> <p>Boy under table yes <u>no</u> ?</p>	<p>16. This is Linda in her house. Is this girl's name Linda? Mark the answer.</p> <p>17. Here is a dog under a table. Is the dog hungry? Mark the answer.</p> <p>18. Here is a cat in the box. Is there anything else in the box? Mark the answer.</p> <p>19. Billy is under the table. He is not looking for anything. Is he looking for his ball? Mark the answer.</p> <p>(PUT MATERIALS AWAY)</p>	<p>You can't tell. Maybe there is and maybe there isn't.</p>

PROGRAM SEQUENCING 1 (4-01-3b)

<p>MATERIALS:</p> <p>Student Booklets</p> <p>Marking pens</p> <p>Tape</p>	<p>GENERAL PROCEDURE:</p> <p>Teacher presents taped commentary and supervises booklet marking.</p>	<p>OBJECTIVE(S):</p> <p>Respond to first, next, and last by marking appropriate picture in a story sequence.</p>	<p>VOCABULARY:</p> <p>First</p> <p>next</p> <p>last</p> <p>order</p>
<p>VISUAL</p>	<p>AUDITORY (TEACHER COMMENTARY)</p>		<p>CONFIRMATION</p>
<p>Girl standing on diving board (1)</p> <p>Girl diving off board (2)</p> <p>Girl going into water (3)</p> <p>Picture order: 1, 2, 3</p> <p>1, 2, 3</p> <p>1, 2, 3</p>	<p>(HAND OUT BOOKLETS AND PENS) Today we are going to mark in our booklets.</p> <p>1. These pictures tell a story about a girl diving into a swimming pool. You point to each picture as I tell the story: (POINT TO EACH PICTURE) First, the girl stands on the diving board. Next, she jumps off the board. And last, she goes into the water.</p> <p>a. Mark the picture that shows what happens first in the story.</p> <p>b. Mark the picture that shows what happens next in the story.</p> <p>c. Mark the picture that shows what happens last in the story.</p>		<p>The girl standing on the board is first.</p> <p>The girl diving off the board is next.</p> <p>The girl going into the water is last.</p>
<p>Woman taking clothes out of washing machine (1)</p> <p>Woman carrying basket (2)</p> <p>Woman hanging up clothes (3)</p>	<p>2. These pictures tell a story about a woman doing laundry. (POINT TO EACH PICTURE IN TURN) Point to each picture as I tell the story. First, the woman takes the clothes out of the washing machine. Next, she carries the basket to the clothes line. Last, she hangs up the clothes.</p>		

PROGRAM SEQUENCING 1 (4-01-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Picture order: 2, 3, 1	2a. Here we have the same story but the pictures are out of order. Mark the picture that shows what happens first.	The woman taking clothes out of the washing machine is first. The woman carrying the clothes basket is next. The woman hanging up the clothes is last.
2, 3, 1	b. Mark the picture that shows what happens next.	
2, 3, 1	c. Mark the picture that shows what happens last.	
Boy blowing up balloon (1) Boy with balloon blown up (2) Boy with balloon popping (3) 2, 3, 1	3. These pictures tell a story about a boy blowing up a balloon. (POINT) Point to each picture as I tell the story: First, the boy starts to blow up the balloon. Next, he blows it up some more. Last, he blows it up until it pops. a. Mark the picture that shows what happens first.	The boy beginning to blow up the balloon is first. The boy with the balloon blown up is next. The balloon popping is last.
2, 3, 1	b. Mark the picture that shows what happens next.	
2, 3, 1	c. Mark the picture that shows what happens last.	

PROGRAM SEQUENCING 1 (4-01-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Boy picking up glass (1)  Boy turning on faucet (2)  Boy filling glass (3)</p> <p>1, 3, 2  1, 3, 2  1, 3, 2</p>	<p>4. Here is a story about a boy getting a drink of water. (POINT) Point to each picture as I tell the story:  First, the boy picks up the glass. Next he turns on the water faucet. Last he fills up the glass with water.  a. Mark the picture that shows what happens first.  b. Mark the picture that shows what happens next.  c. Mark the picture that shows what happens last.</p>	<p>The boy picking up the glass is first.  The boy turning on the faucet is next.  The boy filling the glass with water is last.</p>
<p>Man walking to ladder (1)  Man climbing ladder (2)  Man on top of ladder (3)</p> <p>3, 2, 1  3, 2, 1  3, 2, 1</p>	<p>5. Here is a story about a man climbing a ladder. (POINT) Point to each picture as I tell the story:  First, the man walks to the ladder. Next, he climbs the ladder. And last, he stands on top of the ladder.  a. Mark the picture that shows what happens first.  b. Mark the picture that shows what happens next.  c. Mark the picture that shows what happens last.</p>	<p>The man walking to the ladder.  The man climbing the ladder is next.  The man on top of the ladder is last.</p>

(PUT MATERIALS AWAY)

PROGRAM SEQUENCING 2 (4-02-2b)

MATERIALS: Student Booklets Marking pens Tape	GENERAL PROCEDURE: Teacher presents taped commentary and supervises booklet marking.	OBJECTIVE(S): Respond to first, second, third, and last by marking appropriate picture in a story sequence.	VOCABULARY: first second third last
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>(HAND OUT BOOKLETS AND PENS) Today we are going to mark in our booklets.</p> <p>1. These pictures tell a story about a dog eating some meat. You point to each picture as I tell the story: (POINT TO EACH PICTURE) First, the dog sees the meat. Second, he chews the meat. And last, he walks away from the bone.</p> <p>a. Here we have the same story, but the pictures are all mixed up. Mark the picture that shows what happens first in the story.</p> <p>b. Mark the picture that shows what happens second in the story.</p> <p>c. Now mark the picture that shows what happens last in the story.</p> <p>2. Here are some more pictures. These pictures tell a story about a cat jumping through a window. Point to each picture as I tell the story: (POINT TO EACH PICTURE) First, the cat walks up to the window. Second, he jumps. Third, he stands on the windows sill. And last, he jumps through the window.</p> <p>Dog looking at ham (1) Dog chewing on ham (2) Dog walking away from bone (3)</p> <p>Picture order: 2, 1, 3</p> <p>2, 1, 3</p> <p>2, 1, 3</p> <p>Cat walking up to window (1) Cat jumping (2) Cat standing on sill (3) Cat jumping through window (4)</p>	<p>(HAND OUT BOOKLETS AND PENS) Today we are going to mark in our booklets.</p> <p>1. These pictures tell a story about a dog eating some meat. You point to each picture as I tell the story: (POINT TO EACH PICTURE) First, the dog sees the meat. Second, he chews the meat. And last, he walks away from the bone.</p> <p>a. Here we have the same story, but the pictures are all mixed up. Mark the picture that shows what happens first in the story.</p> <p>b. Mark the picture that shows what happens second in the story.</p> <p>c. Now mark the picture that shows what happens last in the story.</p> <p>2. Here are some more pictures. These pictures tell a story about a cat jumping through a window. Point to each picture as I tell the story: (POINT TO EACH PICTURE) First, the cat walks up to the window. Second, he jumps. Third, he stands on the windows sill. And last, he jumps through the window.</p>		<p>The dog looking at the meat is first.</p> <p>The dog chewing on the meat is second.</p> <p>The dog walking away from the bone is last.</p>

PROGRAM SEQUENCING 2 (4-02-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Picture order: 1, 2, 3, 4 1, 2, 3, 4 1, 2, 3, 4 1, 2, 3, 4	a. Mark the picture that shows what happens first. b. Mark the picture that shows what happens second. c. Mark the picture that shows what happens third. d. Mark the picture that shows what happens last.	The cat walking up to the window is first. The cat jumping up to the window is second. The cat standing on the window sill is third. The cat jumping through the window is last.
Man driving up to garage (1)  Picture order: 4, 3, 2, 1 4, 3, 2, 1 4, 3, 2, 1 4, 3, 2, 1	3. Here are pictures that tell a story about a man putting his car in a garage. Point to each picture as I tell the story: (POINT) First, the man drives up to the garage. Second, he walks up to the garage door. Third, he drives into the garage. And last, he closes the garage door and walks away. a. Mark the picture that shows what happens first. b. Mark the picture that shows what happens second. c. Mark the picture that shows what happens third. d. Mark the picture that shows what happens last.	The man driving up to the garage door is first. The man walking to the garage door is second. The man driving into the garage is third.  The man closing the garage door and walking away is last.
Man looking at tree (1) Man chopping tree (2) Tree falling (3) Man chopping fallen tree (4)	4. These pictures tell a story about a man cutting down a tree. You point to each picture as I tell the story: (POINT) First, the man finds the tree. Second, the man begins to chop the tree. Third, the tree falls down. And last, the man chops the fallen tree into pieces.	



PROGRAM SEQUENCING 2 (4-02-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Picture order: 2, 1, 4, 3</p> <p>2, 1, 4, 3</p> <p>2, 1, 4, 3</p>	<p>a. Mark the picture that shows what happens first.</p> <p>b. Mark the picture that shows what happens second.</p> <p>c. Mark the picture that shows what happens third.</p> <p>d. Mark the picture that shows what happens last.</p> <p>(PUT MATERIALS AWAY).</p>	<p>The man finding the tree is first.</p> <p>The man chopping the tree is second.</p> <p>The tree falling is third.</p> <p>The man chopping the fallen tree into pieces is last.</p>

**PROGRAM SEQUENCING 3 (4-04-2b)**

<b>MATERIALS:</b> Teacher Booklet Marking pens Tape Student Booklets	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary and supervises booklet marking.	<b>OBJECTIVE(S):</b> Describe each of five pictures in a story sequence; when four of the five pictures are presented, select missing picture in marking booklet.	<b>VOCABULARY:</b> first second third next last
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>	
Boy running to slide (1)	It was such a beautiful day that Johnny decided to go to the park. He just loves to slide down the slide. Now you listen carefully, and I'll tell you a story about Johnny and the slide. (HOLD UP TEACHER BOOKLET)	Johnny runs to the slide.	
Boy halfway up ladder (2)	1. First, Johnny runs to the slide. What happens first?	He climbs up the slide.	
1, 2  Boy sitting at top of ladder, legs down slide	2. Second, he climbs up the slide. What does he do second?	He sits on top of the slide.	
1, 2, 3  Boy sliding down in middle of slide	3. (POINT) First, he ran to the slide and second, he climbed up. 4. Third, Johnny sits on the top. What happens third? 5. (POINT) First, he ran to the slide. Second, he climbed up. Third, he sat on the top and . . . 6. Next, we see Johnny sliding down the slide. What is he doing?	He is sliding down the slide.	

PROGRAM SEQUENCING 3 (4-04-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
1, 2, 3, 4	7. (POINT) First, he ran to the slide. Second he climbed up, third, he sat on the top. Next, he slid down. -- And do you know what happened last?	
Boy sitting on ground at bottom of slide (5)	8. Look O-o-o-ps! Johnny lands on the ground. What happens last?	He lands on the ground
1, 2, 3, 4, 5	9. Now we have heard all of the slide story. Let's tell it together. (POINT) First, Johnny ran to the slide. Second, he climbed up. Third, he sat on the top. Next, he slid down. And last, he landed on the ground. (HAND OUT BOOKLETS AND MARKING PENS) Here is a book for you, and a pen.	
1, 2, _____ 4, 5 1, 3	1a. On this page a picture is missing in our story. (POINT) First, Johnny ran to the slide. Second, he climbed up. Then what comes next in our story?	Third, Johnny sat on the top of the slide.
	b. Look at the bottom of the page. Point to the picture of Johnny sitting at the top. Draw a line from this picture to the empty space to show that this picture goes in here. (DEMONSTRATE)	
	c. Now, let's tell the rest of the story together. (POINT) After Johnny sat on the top, he slid down, and then, O-o-o-ps, he landed on the ground.	
1, 2, 3 _____ 5 1, 4	2a. Here is our slide story again. (POINT) Johnny runs to the slide, he climbs up, and he sits on top. Then what happens? What picture is missing here? b. Look at the bottom of the page and draw a line from the missing picture to the empty space in the story.	The picture of Johnny sliding down the slide is next.

PROGRAM SEQUENCING 3 (4-04-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>1 <u>3, 4, 5</u> 4, 2, 5</p>	<p>3. Look carefully at the slide story at the top of the page. One of the pictures in the story is missing again. Find the picture that is missing and draw a line to where it belongs in the story.</p>	
<p>1, 2, 3, 4 <u>5, 3, 2</u></p>	<p>4. Find the picture that is missing in the story. Draw a line to the empty space where it belongs.</p>	
<p><u>2, 3, 4, 5</u> 4, 5, 1</p>	<p>5. Find the picture that is missing. Draw a line to the space where it belongs.</p>	
<p>1, 2 <u>4, 5</u> 4, 3, 5</p>	<p>6. Find the picture that is missing and draw a line to where it belongs.</p> <p>(PUT MATERIALS AWAY)</p>	

PROGRAM SEQUENCING 4: BOY FALLS IN MUD (4-05-3a)

<p>MATERIALS:</p> <p>Teacher Booklet</p> <p>Student Booklets</p> <p>Marking pens</p> <p>Tape</p>	<p>GENERAL PROCEDURE:</p> <p>Teacher presents taped commentary and supervises booklet marking.</p>	<p>OBJECTIVE(S):</p> <p>(SAME AS SEQUENCING 3)</p>	<p>VOCABULARY:</p> <p>first</p> <p>second</p> <p>third</p> <p>next</p> <p>last</p>
<p>VISUAL</p>	<p>AUDITORY (TEACHER COMMENTARY)</p>	<p>CONFIRMATION</p>	
<p>Boy running (1)</p>	<p>(HOLD UP TEACHER BOOKLET) Bobby is playing outside and something happens to him. If you listen carefully, you will learn what happens.</p> <ol style="list-style-type: none"> <li>1. Look! First we see Bobby running. What is he doing?</li> <li>2. Second, he trips over a rock. What happens second?</li> <li>3. First Bobby was running and second he tripped over a rock.</li> <li>4. Third, he falls in a mud puddle. What does he do?</li> </ol>	<p>He is running.</p> <p>He trips over a rock.</p>	
<p>Boy tripping over rock (2)</p>			
<p>1, 2</p>			
<p>Boy lying in mud puddle (3)</p>		<p>He falls in a mud puddle.</p>	
<p>1, 2, 3</p>	<ol style="list-style-type: none"> <li>5. (POINT) First Bobby was running. Second he tripped over a rock, third he fell into a mud puddle.</li> <li>6. Next, Bobby runs home. What does he do next?</li> <li>7. (POINT) First Bobby was running, second he tripped over a rock, third he fell into a mud puddle and next he ran home.</li> <li>8. Then, he tells his mother. What does he do next?</li> </ol>	<p>He runs home.</p>	
<p>Dirty boy running home (4)</p>			
<p>1, 2, 3, 4</p>			
<p>Dirty boy telling mother (5)</p>		<p>He tells his mother.</p>	

PROGRAM SEQUENCING 4: BOY FALLS IN MUD (4-05-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>1, 2, 3, 4, 5</p> <p>Boy in bathtub (6)</p>	<p>9. (POINT) First Bobby was running, second he tripped over a rock, third he fell into a mud puddle, next he ran home and then he told his mother.</p>	
<p>1, 2, 3, 4, 5, 6</p>	<p>10. And do you know what happens last? Last, he takes a bath. What does he do last?</p>	<p>He takes a bath.</p>
<p>1, 2, 3, 4, 5, 6</p> <p>1, 2, 3, 4, 5, 6</p> <p>1, 3</p>	<p>11. Now we have heard all of the story. Let's tell it together. (POINT) First Bobby was running, second he tripped over a rock, third he fell into a mud puddle, next he ran home, then he told his mother, and last he took a bath.</p> <p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>Here is a booklet for you and a pen.</p> <p>1. On this page a picture is missing in our story. (POINT) First Bobby was running, second he tripped over a rock and, what comes third? Draw a line from the right picture to the space. (DEMONSTRATE)</p> <p>Now we can finish the story. Next he ran home, then he told his mother and last he took a bath.</p>	<p>Third Bobby fell in the mud.</p>
<p>1, 2, 3, 4, 5, 6</p> <p>2, 4</p>	<p>2. On this page a picture is missing. (POINT) First Bobby is running, second he trips over a rock, third he falls in the mud. What comes next? Draw a line from the picture that shows what comes next in the story to the empty space.</p>	

PROGRAM SEQUENCING 4: BOY FALLS IN MUD (4-05-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
1 <u>4, 2, 6</u> 3, 4, 5, 6	3. Draw a line from the picture that is missing to the space where it belongs.	
1, 2, 3, 4, 5, <u>5, 6, 3</u>	4. Draw a line.	
<u>3, 5, 1</u> 2, 3, 4, 5, 6	5. Draw a line.	
1, 2, 3, 4 <u>5, 2, 6</u> 6	6. Draw a line.	
1, 2 <u>4, 5, 6</u>	Finish the rest of the book by yourself.	
1, 2, 3, 4 <u>4, 1, 3</u>		
1, 2, 3, 4 <u>1, 5, 3</u> 6		
	(PUT MATERIALS AWAY)	

MATERIALS: Teacher pictures sequenced in order Sequencing cards Formboards	GENERAL PROCEDURE: Teacher supervises placement of materials on cards and elicits choral responding.	OBJECTIVE(S): Arrange pictures in a story sequence.	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>Man walking to ladder, Man half-way up ladder, Man on top of ladder</p>	<p>(HAND OUT FORMBOARDS AND CARD SET #1)</p> <p>1a. Here are three pictures that tell a story about a man climbing to the top of a ladder. The pictures are mixed up. Put them in order so they tell a story. Which picture comes first? Pick it up and put it here (POINT). Start at the left and go to the right.</p> <p>b. (HOLD UP TEACHER SEQUENCE PICTURE) Here are the pictures in the correct order. Listen to the story. First, the man walks to the ladder. Second, he climbs half-way up, and last, he is standing on top. Check your pictures. Are they in the same order as mine? (COLLECT CARDS)</p>		(CHECK AND CONFIRM)
<p>Girl on diving board, Girl in air, Girl half-way into water</p>	<p>2a. (HAND OUT SET #2) Here are three pictures that tell a story about a girl diving. Put them in order. Start at the left (POINT) and go to the right.</p> <p>b. (HOLD UP TEACHER PICTURE) Here are the pictures in the correct order. Are your pictures like mine? c. <u>A</u>, you tell the story. (COLLECT CARDS)</p>		(CHECK AND CONFIRM)
<p>Cat walking to window, Cat's paws on window, Cat standing on sill, Cat jumping through open window</p>	<p>3a. (HAND OUT SET #3) Here are four pictures that tell a story about a cat jumping through a window. Put them in order. Start at the left (POINT).</p> <p>b. (HOLD UP TEACHER PICTURE) Here are the pictures in the correct order. Are your pictures like mine? c. <u>B</u>, you tell the story. (PUT MATERIALS AWAY)</p>		(CHECK AND CONFIRM)



PROGRAM SEQUENCING 6 (4-07-4a)

MATERIALS: Teacher pictures sequenced in order Sequencing cards Formboards	GENERAL PROCEDURE: Teacher supervises placement of materials on cards and elicits choral responding.	OBJECTIVE(S): (SAME AS SEQUENCING 5)	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>Man looking at tree, Man starting to chop tree, Tree falling, Man chopping wood</p>	<p>(HAND OUT FORMBOARDS AND CARD SET #1) Here are your formboards and cards.</p> <p>1a. These four pictures tell a story about a man chopping down a tree. Put them in order. (POINT TO FORMBOARD) Start at the left and go to the right.</p> <p>b. (HOLD UP TEACHER SEQUENCE PICTURE) Here are the pictures in the correct order. Check your pictures. Are they like mine?</p> <p>c. <u>A</u>, you tell the story. (COLLECT CARDS)</p>		(CHECK AND CONFIRM)
<p>Whole apple, Apple with bite out of it, Half of apple, Apple core</p>	<p>2a. (HAND OUT CARD SET #2) Here are four pictures that show how an apple is eaten. Put them in order on your formboard.</p> <p>b. (HOLD UP TEACHER SEQUENCE PICTURE) Here are the pictures in the correct order. Check your pictures. Are they like mine?</p> <p>c. <u>B</u>, you tell the story. (COLLECT CARDS)</p>		(CHECK AND CONFIRM)
<p>Tall candle not lit, Tall candle newly lit, Candle half-burned, Small candle almost burned out</p>	<p>3a. (HAND OUT CARD SET #3) Here are four pictures that show how a candle burns. Put them in order.</p> <p>b. (HOLD UP TEACHER PICTURE) Here are the pictures in the correct order. Check your pictures. Are they like mine?</p> <p>c. <u>C</u>, you tell the story. (PUT MATERIALS AWAY)</p>		(CHECK AND CONFIRM)

PROGRAM SEQUENCING 7 (4-10-1a)

MATERIALS: Teacher pictures Sequencing cards Formboards	GENERAL PROCEDURE: Teacher supervises placement of materials on cards and elicits responding.	OBJECTIVE(S): (SAME AS SEQUENCING 5)	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>Boy placing holder on floor</p> <p>Boy placing ring on holder,</p> <p>Boy placing more on holder,</p> <p>Boy placing remainder on holder</p> <p>Man flying over mountains,</p> <p>Man jumping from airplane,</p> <p>Man in parachute falling.</p> <p>Man in parachute on ground</p>	<p>(HAND OUT FORMBOARDS AND CARD SET #1) Here are your formboards and cards.</p> <p>1a. These four pictures tell a story about a boy building a tower with toy rings. The pictures are all mixed up. Put them in order so they tell a story. Which picture comes first? Pick it up and put it here (POINT TO FORMBOARD). Start at the left and go to the right. Finish putting the pictures in order so they tell a story.</p> <p>b. (HOLD UP TEACHER SEQUENCE PICTURE) Here are the pictures in the correct order. Listen to the story. First the boy puts the ring holder on the floor. Second, he puts one ring on the holder. Third, he puts more rings on the holder. And last, he is finished; he put all the rings on the holder.</p> <p>c. Check your pictures. Are they like mine?</p> <p>d. A, you tell the story.</p> <p>(COLLECT CARDS)</p> <p>2a. (HAND OUT CARD SET #2) Here are four pictures that show a parachute jumper jumping from an airplane. Put the pictures in order to tell a story.</p> <p>b. (HOLD UP TEACHER PICTURE) Here are the pictures in the correct order. First the man is getting ready to jump out of the plane. Second, the man has jumped out and</p>		

**Program**      **SEQUENCING 7**      (4-10-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Child making large snowball  Child placing small snow-  ball on top of first,  Child adding arms and nose,  Child putting hat on snow-  man's head</p>	<p>begins to fall. Third, the man fell lower, he is  closer to the ground. And last, the man is down on  the ground.  c. Check your pictures.  d. <u>B</u>, you tell the story.  (COLLECT CARDS)</p> <p>3a. (HAND OUT CARD SET #3) Here are four pictures that show  how a snowman is built. Put the pictures in order to  tell a story.  b. (HOLD UP TEACHER PICTURE) First we have a great big  snowball for the body. Second, we put a smaller snow-  ball on top for the head. Third, we add arms and a  carrot nose. And last, we put on a hat and give the  snowman a twig to hold.  c. Check your pictures.  d. <u>C</u>, you tell the story.</p> <p>(PUT MATERIALS AWAY)</p>	

PROGRAM SEQUENCING 8 (4-11-2b)

<p><b>MATERIALS:</b> Teacher pictures Sequencing cards Formboards</p>	<p><b>GENERAL PROCEDURE:</b> Teacher supervises placement of materials on cards and elicits responding.</p>	<p><b>OBJECTIVE(S):</b> (SAME AS SEQUENCING 5)</p>	<p><b>VOCABULARY:</b></p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>Cat pushing glass, Glass beginning to fall off table, Cat watching glass fall, Glass breaking on floor</p>	<p>(HAND OUT FORMBOARDS AND CARD SET #1) Here are your formboards and cards.</p> <p>1a. These four pictures tell a story about what happens when a playful kitty accidentally knocks a glass from the table. The pictures are all mixed up. Put them in order so they tell a story. Which picture comes first? Pick it up and put it here (POINT TO FORMBOARD). Start at the left and go to the right. Finish putting the pictures in order so they tell a story.</p> <p>b. (HOLD UP TEACHER SEQUENCE PICTURE) Here are the pictures in the correct order. Listen to the story. First the kitty pushes the glass with his paw. Second, the glass begins to fall through the air. Third, the glass is almost to the floor, and last the glass hits the floor and breaks into many pieces.</p> <p>c. Check your pictures. Are they like mine?</p> <p>d. A, you tell the story. (COLLECT CARDS)</p>		<p>(CHECK AND CONFIRM)</p>
<p>Girl placing blocks in row, Girl adding blocks on top, Girl adding more to top, Girl finishing tower of blocks</p>	<p>2a. (HAND OUT CARD SET #2) Here are four pictures that tell a story about a girl building a block tower. Put them in order. (POINT TO FORMBOARD) Start at the left and go to the right.</p> <p>b. (HOLD UP TEACHER PICTURE) Here are the pictures in the correct order. Check your pictures. Are they like mine?</p>		<p>(CHECK AND CONFIRM)</p>

**PROGRAM** SEQUENCING 8 (4-11-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Boy taking dime from pocket, Man holding many balloons, Boy buying balloon, Boy walking away with balloon	2c. <u>B</u> , you tell the story. (COLLECT CARDS)  3a. (HAND OUT CARD SET #3) Here are four pictures that tell a story about a boy buying a balloon. Put them in order to tell a story. b. (HOLD UP TEACHER PICTURE) Here are the pictures in the correct order. Check your pictures. Are they like mine? c. <u>C</u> , you tell the story.  (PUT MATERIALS AWAY)	(CHECK AND CONFIRM)

PROGRAM SOCIAL STUDIES 1 (3-08-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
<p>Large globe Small globes Yellow balloon</p>	<p>Teacher reads written commentary, demonstrates, and elicits choral responding.</p>	<p>Name the shape of the earth; demonstrate how the earth rotates and revolves around the sun.</p>	<p>earth rotate revolve planet sun</p>
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>Large globe</p>	<p>(HAND OUT GLOBES) Today we are going to learn about the earth where we live.</p> <ol style="list-style-type: none"> <li>1. (POINT) This ball shows the shape of the earth. Say earth.</li> <li>2. (RUN FINGER AROUND EARTH) The shape of the earth is round. What is the shape of the earth?</li> <li>3. The earth is a planet. Say planet.</li> <li>4a. The planet earth is always moving. The planet earth moves in two way. One of the ways the earth moves is by rotating. Say rotating.</li> <li>b. Watch me and I will show you how the earth is rotating. (SPIN GLOBE) See, the earth is rotating. What is the earth doing?</li> <li>5. The second way the earth moves is by revolving. Say revolving.</li> <li>6. The earth revolves around the sun. What does the earth revolve around?</li> <li>7a. Watch me and I'll show you how the earth revolves around the sun. (PLACE BALLOON ON TABLE) We're going to pretend that this big yellow balloon is the sun.</li> <li>b. (MOVE GLOBE IN CIRCULAR DIRECTION AROUND BALLOON) The earth revolves around the sun.</li> </ol>		<p>Earth.  The earth is round. The earth is a planet.  Rotating.  Rotating.  Revolving. The earth revolves around the sun.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>8. But remember, I said the earth also moves in <u>two</u> ways. The earth revolves and it also rotates at the same time. Watch me and I will show you how the earth revolves and rotates at the same time. (SPIN GLOBE, MOVE IT AROUND BALLOON IN CIRCULAR DIRECTION) The earth is revolving as it rotates around the sun.</p> <p>9. Now let's play a game. <u>A</u>, you be the sun, and <u>B</u>, you be the earth. Show us how the earth revolves around the sun. Now revolve around the sun just as the earth does. (HELP IF NECESSARY) (REPEAT WITH SECOND PAIR OF CHILDREN)</p> <p>10. You showed us one of the ways the earth moves, by revolving. Now let's show the earth revolving and rotating. <u>C</u>, you be the sun now. <u>D</u>, you be the earth. This time you will rotate and revolve around the sun just as the earth does. First start to rotate (HELP <u>C</u> MOVE IN SMALL CIRCLE), and then revolve around the sun (HELP <u>D</u> REVOLVE AND ROTATE AROUND SUN). (REPEAT WITH SECOND PAIR OF CHILDREN)</p> <p>(PUT MATERIALS AWAY)</p>	



**PROGRAM** SOCIAL STUDIES 2 (3-08-4a)

<b>MATERIALS:</b> Large globe Small globes Yellow balloon	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates, and elicits choral responding.	<b>OBJECTIVE(S):</b> (SAME AS SOCIAL STUDIES 1)	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Large globe  Balloon	<p>(PLACE LARGE GLOBE ON TABLE, HAND OUT SMALL GLOBES)</p> <p>1a. (POINT) We have talked about the planet earth where we all live. Remember, the earth can move in two ways. (SPIN GLOBE) The earth can rotate. What is the earth doing?</p> <p>b. And the earth can revolve around the sun. (PLACE BALLOON ON TABLE, MOVE SPINNING EARTH IN CIRCULAR DIRECTION AROUND IT) What is the earth doing now?</p> <p>2a. Today we are going to learn about the sun. Let's see what you know about the sun. Is the sun hot?</p> <p>b. When the sun shines on you, is it day or night?</p> <p>c. The sun shines and gives the earth light and heat. If there were no sun would the earth be warm?</p> <p>3a. The sun shines all the time. Is the sun shining now?</p> <p>b. Does the sun shine at night?</p> <p>4. Planets get light from the sun. The sun is a star. Is the sun a planet?</p> <p>5a. (MOVE BALLOON AS FAR AS POSSIBLE FROM GLOBE) Look, here is our sun. The sun is <u>always</u> shining on some part of the earth. Now the sun is <u>shining</u> on this part of the earth (POINT TO PART OF GLOBE ACROSS FROM BALLOON).</p>		<p>It's rotating.</p> <p>It is rotating and revolving.</p> <p>Yes, the sun is very hot. It is day.</p> <p>No, the sun gives the earth heat.</p> <p>Yes, the sun shines <u>all</u> the time.</p> <p>Yes, the sun shines even when we can't see it.</p> <p>No, the sun is a star.</p>



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>5a. Will it be light on this part of the earth?</p> <p>b. Will it be warm on this part of the earth?</p> <p>When the sun shines on this part of the earth it is daytime.</p> <p>6a. (POINT TO OPPOSITE SIDE OF GLOBE) Is the sun shining here?</p> <p>b. If the sun is not shining here (POINT) it is not daytime. What time is it on this part of the earth?</p> <p>7a. (PLACE BALLOON FACING PART OF EACH CHILD'S GLOBE) Now let's put the sun here so it will shine on part of your earth. Point to the part of your earth where the sun is shining. (CHECK)</p> <p>b. Point to the part of your earth where the sun is <u>not</u> shining. (CHECK)</p> <p>c. Point to the part of the earth where it is daytime.</p> <p>d. Point to the part of the earth where it is night time.</p> <p>8. Let's play a game again. Remember, when you are facing the sun with your earth it is daytime. Show me daytime.</p> <p>9a. When you turn your back and hold the earth so the sun can't shine on it, it is night time. <u>A</u>, show me night time. (CHECK)</p> <p>b. <u>B</u>, show me daytime.</p> <p>c. <u>C</u>, show me daytime.</p> <p>d. <u>D</u>, show me night time.</p> <p>(HAVE CHILDREN CHANGE ROLES, REPEAT GAME)</p> <p>(PUT MATERIALS AWAY)</p>	<p>Yes, whenever the sun shines it gives light.</p> <p>Yes, the sun shining on the earth makes it warm.</p> <p>No, the sun is not shining on this part of the earth.</p> <p>It is night time.</p> <p>Where the sun shines on the earth it is daytime.</p> <p>Where the sun shines on the earth it is daytime.</p> <p>The sun is shining on you and part of the earth. It is daytime.</p>

PROGRAM SOCIAL STUDIES 3 (3-10-2b)

<b>MATERIALS:</b> Large globe Small globes	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates, and elicits choral responding.	<b>OBJECTIVE(S):</b> Say name and point to land and water areas on the globe.	<b>VOCABULARY:</b> land water ocean continents
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Large globe	<p>(PLACE LARGE GLOBE ON TABLE, HAND OUT SMALL GLOBES)</p> <ol style="list-style-type: none"> <li>1. We're going to look at the planet earth. The earth is covered with land and water. (POINT) All the blue parts of the earth are water. Show me water on your earth.</li> <li>2a. All of the other parts of the earth are land. Show me land on your earth.</li> <li>b. Look at the big earth. (POINT TO DOT REPRESENTING LOS ANGELES) This is where we live on the earth. This is the city we live in. Who can tell me the name of the city where you live?</li> <li>3a. (POINT) This little dot shows us where Los Angeles is. Is Los Angeles land or water?</li> <li>b. Could someone who did not live here look at this earth and tell if Los Angeles is close to the water?</li> <li>c. What is the blue part of the earth?</li> <li>4a. (TURN GLOBE AROUND AND POINT TO VARIOUS COUNTRIES) People live all over the earth. The big pieces of land are called continents. Say continents.</li> <li>b. (POINT TO NORTH AMERICA) This is a continent. People live here.</li> <li>c. (POINT TO SOUTH AMERICA) This is a continent. People live here, too.</li> </ol>		<p>The blue parts are water.</p> <p>The other parts of the earth that are not blue are land.</p> <p>It's Los Angeles.</p> <p>Los Angeles is land but it is very close to water. Yes, the dot showing where Los Angeles is is very close to the blue part. It is water.</p>

VISUAL	AUDITORY (TEACHER'S SUPPLEMENTARY)	CONFIRMATION
	<p>4d. Now you show me a continent.</p> <p>e. What do we call the big pieces of land?</p> <p>5a. (POINT TO PACIFIC OCEAN) The big bodies of water are called oceans. Say ocean.</p> <p>b. This is the Pacific Ocean. It is the ocean close to Los Angeles. Remember, the big bodies of water are ocean. Now you show me another ocean.</p> <p>c. Remember, the earth is covered with land and water. Point to the water on your earth.</p> <p>d. What do we call the large bodies of water?</p> <p>6a. (POINT) Here is Los Angeles. Point to the continent where you live.</p> <p>b. Is a continent water or land?</p> <p>c. This continent where you live is called North America. The United States is in North America. On what continent is the United States?</p> <p>d. Is a continent water or land?</p> <p>7. (POINT TO AFRICA) Here is another continent. This continent is called Africa. What is it called?</p> <p>Tomorrow we will learn some more about Africa.</p> <p>(PUT MATERIALS AWAY)</p>	<p>(CHECK) The big pieces of land are called continents.</p> <p>Large bodies of water are called oceans.</p> <p>A continent is a <u>big</u> piece of land.</p> <p>The United States is in North America. A continent is a big piece of land. Africa.</p>

<b>MATERIALS:</b> Large globe Small globes	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates, and elicits choral responding.	<b>OBJECTIVE (S):</b> Locate and identify the equator, Africa, North America and Los Angeles on the globe.	<b>VOCABULARY:</b> equator Africa Los Angeles
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Large globe	<p>(PLACE LARGE GLOBE ON TABLE)</p> <p>1a. We have been talking about our planet earth. This globe shows what the earth looks like from space. Say globe.</p> <p>b. This globe represents the earth. What is this called?</p> <p>2. (POINT TO CONTINENT) Here is a continent. Tell me, what is a continent?</p> <p>3. (POINT TO NORTH AMERICA) This is the continent where we live. It is called North America. Tell me the name of the city where we live.</p> <p>(HAND OUT SMALL GLOBES)</p> <p>4a. Find Los Angeles on your globe.</p> <p>b. (POINT) We live here in Los Angeles.</p> <p>5a. (POINT) Here is the continent of North America. Put your finger on North America on your globe.</p> <p>b. What continent do we live on?</p> <p>6a. (POINT TO SOUTH AMERICA) Some people live on a continent called South America.</p> <p>b. (POINT TO AFRICA) Other people live on a continent called Africa. How many of you have heard of Africa?</p>		<p>It is a globe. The globe represents the earth.</p> <p>A continent is a large body of land.</p> <p>We live in the city of Los Angeles.</p> <p>(CHECK)</p> <p>(CHECK)</p> <p>North America.</p> <p>(ACKNOWLEDGE RESPONSE)</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>7. (POINT) This is the continent of Africa. (POINT) This is Los Angeles. Do you think Africa is far away from Los Angeles?</p> <p>8a. (RUN FINGER ALONG RIDGE FORMING EQUATOR LINE) See this part of the globe. It is called the equator. Say equator.</p> <p>b. Find the equator on your globe and run your finger around it like I do (DEMONSTRATE).</p> <p>c. The equator is the fattest part of the globe. More sun shines on the equator than on any other part of the earth. Do you think the land near the equator is warm?</p> <p>9a. (POINT TO NORTH POLE) This part of the earth is far away from the equator. It gets very little sun and it is very cold.</p> <p>b. (POINT TO SOUTH POLE) This part of the earth is also far away from the equator. Does this part of the earth get a lot of sun?</p> <p>c. Do you think it is hot or cold here?</p> <p>10a. (POINT) Look, here is Africa. You point to Africa on your globe.</p> <p>b. Is part of Africa on the equator?</p> <p>c. Do you think the middle of Africa is warm?</p> <p>11. (POINT) Here is Los Angeles. Is Los Angeles as warm as the middle of Africa?</p>	<p>Yes, Africa is very far away from Los Angeles.</p> <p>(CHECK)</p> <p>Yes, the land closest to the equator is very warm.</p> <p>No, it gets very little sun. It is far away from the equator and is very cold.</p> <p>(CHECK)</p> <p>Yes, the middle of Africa is right on the equator. Yes, the middle of Africa is very warm because it is right on the equator. No, Los Angeles is not as close to the equator. The middle of Africa is on the equator. It is hot.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>12a. Let's look at Africa again. (POINT TO TOP, THEN MIDDLE OF AFRICA) Do you think the top of Africa is as hot as the middle?</p> <p>b. (POINT) Is the bottom of Africa as hot as the middle?</p> <p>13a. (POINT) This is the North Pole. It is far away from the equator. Do you think it is as hot as the middle of Africa?</p> <p>b. Do you think the North Pole is as warm as the top of Africa?</p> <p>c. The North Pole is far away from the equator. It gets very little sun. It is very cold. It is one of the coldest places on the earth.</p> <p>14a. Can you find another place on your globe that is far away from the equator? Point to it.</p> <p>b. (POINT) This place is called the South Pole. Do you think it is as cold as the North Pole?</p> <p>In our geography lessons we are going to learn about people who live in different parts of the earth.</p> <p>(PUT MATERIALS AWAY)</p>	<p>No, the top of Africa is not as close to the equator; it is not as hot.</p> <p>No, the middle of Africa is on the equator. It gets more sun so it is hotter than any other part of Africa.</p> <p>No.</p> <p>No.</p> <p>(CHECK, POINT TO SOUTH POLE).</p> <p>Yes, the South Pole is far away from the equator. It is very cold, too.</p>



**PROGRAM** SOCIAL STUDIES 5 (3-11-2b)

<b>MATERIALS:</b> Large globe Small globes	<b>GENERAL PROCEDURE:</b> Teacher reads written commentary, demonstrates, and elicits choral responding.	<b>OBJECTIVE(S):</b> Locate Africa and Alaska on the globe, and describe their climatic position relative to the equator.	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Large globe	<p>(PLACE LARGE GLOBE ON TABLE, HAND OUT SMALL GLOBES)</p> <p>1a. (POINT TO AFRICA, OUTLINE SHAPE WITH FINGER) Here is Africa. We know that part of Africa is very warm. The part of Africa that is on the equator is very warm. Point to the part of Africa that is very warm.</p> <p>b. (POINT TO MIDDLE OF AFRICA) What makes this part of Africa so warm?</p> <p>2a. All the lands that are on the equator are very warm. (TURN LARGE GLOBE, POINT TO OTHER LAND MASSES ALONG EQUATOR) There is more sunshine on the equator than on any other part of the earth.</p> <p>b. (POINT) Here is Los Angeles where we live. Is Los Angeles on the equator?</p> <p>3a. (POINT) This is Alaska. Look at the equator and look at Alaska (POINT TO EQUATOR, THEN TO ALASKA). Is Alaska warm or cold?</p> <p>b. Why is Alaska cold?</p> <p>4a. (POINT) Here is Los Angeles and here is Alaska. Which one is warmer?</p> <p>b. Why is Los Angeles warmer?</p>		<p>This is the part of Africa that is very warm.</p> <p>The sun makes the middle of Africa very warm.</p> <p>No, Los Angeles is close to the equator but not on it.</p> <p>Alaska is cold.</p> <p>Alaska is far away from the equator. There is little sun in Alaska.</p> <p>Los Angeles is warmer.</p> <p>It is nearer the equator and gets more sun.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	<p>5a. (POINT TO MIDDLE OF AFRICA, LOS ANGELES, ALASKA) Here is the middle of Africa and here is Los Angeles. Which one is <u>very</u> warm?</p> <p>b. Los Angeles is warmer than Alaska but colder than Africa. Alaska is <u>very</u> cold and Africa is <u>very</u> warm.</p> <p>6a. Let's play a game about Africa and Alaska. I'll tell you something about a person and you tell me if he lives in Africa or Alaska.</p> <p>The person I am thinking of never has to wear shoes because it is warm all the time. (POINT TO MIDDLE OF AFRICA, THEN ALASKA) Does he live in the middle of Africa or Alaska?</p> <p>b. Now the person I am thinking of built a great big snowman yesterday. (POINT TO MIDDLE OF AFRICA, THEN ALASKA) Does he live in the middle of Africa or Alaska?</p> <p>c. The person I'm thinking of sometimes sleeps outside because it is so warm. Where does he live?</p> <p>d. The person I am thinking of puts on big boots and a warm coat when he wants to go outside. Where does he live?</p> <p>7. Tell me, why is the middle of Africa so warm?</p> <p>8. And why is Alaska so cold?</p> <p>(PUT MATERIALS AWAY)</p>	<p>The middle of Africa is very warm.</p> <p>He lives in the middle of Africa.</p> <p>He lives in Alaska.</p> <p>He lives in the middle of Africa.</p> <p>He lives in Alaska.</p> <p>The middle of Africa is on the equator where it is very sunny.</p> <p>It is far away from the equator where there is little sun.</p>



<b>MATERIALS:</b> Large globe Teacher pictures (TP) Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Select appropriate picture describing life in Alaska in marking booklet.	<b>VOCABULARY:</b> Eskimo parka mukluks igloo
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>Large globe</p> <p>TP</p> <p>A) Igloos, Eskimos in village surrounded by ocean</p> <p>ice, parka, <u>igloo</u></p> <p>B) Eskimo boy in parka, standing on ice</p> <p><u>Eskimo boy</u>, ice, trap</p> <p>C) Eskimo boy in parka</p>	<p>(PLACE LARGE GLOBE ON TABLE) Today we are going to visit Alaska and see how people live there.</p> <p>a. First, let's find Alaska on our globe. (POINT) Here is Alaska and here is (POINT) Los Angeles where we are now. When we go to visit Alaska, do you think we should take a coat or a bathing suit?</p> <p>b. Why will we need a coat in Alaska?</p> <p>c. Why is Alaska cold?</p> <p>I'm going to tell you a story about Alaska and I want you to mark some pictures in the booklets.</p> <p>(HAND OUT BOOKLETS AND MARKING PENS) Don't open your booklets until you hear the bell..</p> <p>A. (HOLD UP TEACHER PICTURE A) Here is a village in Alaska. It is winter and there is snow on the ground. The people in this village live in houses made of big blocks of ice. (POINT) The houses are called <u>igloos</u>.</p> <p>1. Mark the igloo. (PAUSE) Now look up here.</p> <p>B. (HOLD UP PICTURE B) Here is a boy who lives in this village. (POINT) He is an <u>Eskimo</u> boy named Huluc.</p> <p>2. Mark the Eskimo boy. (PAUSE) Look up here.</p> <p>C. (HOLD UP C) Huluc wears a special jacket to keep him warm. (POINT) This jacket is called a <u>parka</u>. Say <u>parka</u>.</p>		<p>We will need a coat in Alaska.</p> <p>Alaska is very cold.</p> <p>Alaska is far away from the equator. Alaska has little sunshine.</p>

**Program** SOCIAL STUDIES 6 (3-12-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Parka, mountain, net	3. Mark the parka. (PAUSE) Look up.	
D) Eskimo boy in igloo, putting on shoe	D. (HOLD UP D) Huluc also wears a special kind of boot to keep his feet warm as he walks through the snow and ice. The boot is called a <u>mukluk</u> . Say <u>mukluk</u> .	
Fish, <u>mukluk</u> , hole in ice	4. Mark the mukluk. (PAUSE) Look up.	
E) Two Eskimo boys in front of igloo	E. (HOLD UP) Huluc has a friend named Sayac. Sayac is an Eskimo boy, too. What is Sayac?	An Eskimo boy.
Parka, Eskimo boy, hole in ice	5. Mark the Eskimo boy.	
F) Eskimo boy putting on mukluk	F. (HOLD UP) One day Sayac decided that he wanted to go and visit his friend Huluc. What did Sayac put on his feet to keep them warm?	He put on his muklucs.
Fish, <u>mukluk</u> , walrus	6. Mark the muklucs.	
G) Eskimo boy putting on parka	G. (HOLD UP) Then Sayac put on his jacket. What do we call the Eskimo jacket?	A parka.
Net, mountain, <u>parka</u>	7. Mark the parka.	
H) Eskimo boy standing outside igloo	H. (HOLD UP) When Sayac was dressed he walked through the snow to the Eskimo village where Huluc's house was. What do we call the Eskimo's house?	An igloo.
<u>Igloo</u> , tent, fish	8. Mark the igloo. Next time we will learn more about Eskimos and Alaska. (PUT MATERIALS AWAY).	

**PROGRAM** SOCIAL STUDIES 7 (3-13-1a)

<b>MATERIALS:</b> Large globe Teacher pictures (TP) Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking	<b>OBJECTIVE(S):</b> (SAME AS SOCIAL STUDIES 6)	<b>VOCABULARY:</b> snare tusks salmon puffin walrus ice hole
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>Large globe</p> <p>(TP)</p> <p>A) Two Eskimo boys talking in front of igloo</p> <p>Eskimo, ice, snare</p> <p>B) Eskimo boys looking down in ice hole</p> <p>Salmon, mukluk, <u>ice hole</u></p>	<p>(PLACE LARGE GLOBE ON TABLE) Today we're going to go to Alaska and visit our friends Huluc and Sayac.</p> <p>a. First tell me, is Alaska near the equator (POINT) or far away from the equator?</p> <p>b. (POINT) Here is Alaska and (POINT) here is the equator. Remember, more sun shines on the equator than on any other part of the earth. The land near the equator is warm. The land far away from the equator is cold. If Alaska is far away from the equator, is it warm or cold?</p> <p>(HAND OUT BOOKLETS AND MARKING PENS) Now we're going to mark some more pictures about Alaska. Do not open your booklets until you hear the bell. Look up here and listen careful.</p> <p>A. (HOLD UP TEACHER PICTURE A) We've met two boys named Huluc and Sayac. Huluc is an Eskimo and Sayac is an Eskimo. What are Huluc and Sayac?</p> <p>1. Mark the Eskimo. (PAUSE) Look up here.</p> <p>B. (HOLD UP PICTURE B) Eskimos hunt and fish for much of the food they eat. When it is very cold in Alaska, Huluc and Sayac have to cut a hole in the ice in order to catch fish. How do they catch fish?</p> <p>2. Mark the hole in the ice. (PAUSE) Look up.</p>	<p>Alaska is far away from the equator.</p> <p>It is cold.</p> <p>They are Eskimos.</p> <p>They fish through a hole in the ice.</p>	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
C) Eskimo man with spear holding salmon	C. (HOLD UP C) Here is an Eskimo man who has caught a fish through the hole in the ice. The fish is called a salmon. What is the fish called?	A salmon.
Igloo, tent, <u>salmon</u>	3. Mark the salmon.	
D) Eskimo boys by ice hole one boy holding fish Parka, Eskimo, <u>ice hole</u>	D. (HOLD UP) One day Huluc went fishing and caught a big fish for dinner. Where did Huluc fish? 4. Mark the place where Huluc fished.	Through a hole in the ice.
E) Eskimo boy giving fish to mother	E. (HOLD UP) When Huluc got home his mother said, "If you can tell me the name of this fish, I will fix it for your dinner. What is the name of the fish?"	A salmon.
<u>Salmon</u> , mukluk, walrus	5. Mark the salmon.	
F) Walruses sitting on ice	F. (HOLD UP) One of the animals that the Eskimos hunt is called a walrus. What is it called?	A walrus.
Salmon, island, <u>walrus</u>	6. Mark the walrus.	
G) Boys watching Eskimo man pull walrus by tusk	G. (HOLD UP) One day Sayac and Huluc saw Huluc's father bringing home a walrus he had shot. He was pulling the walrus across the snow by its tusks. Say tusks.	
Tent, <u>tusks</u> , puffin	7. Mark the tusks.	
H) Woman looking at walrus laying by igloo	H. (HOLD UP) Huluc's mother was happy when she came home and saw the walrus by the igloo. She said, "We can use the skin of this animal to make new clothing and the meat will be food for us." What is the name of the animal?	A walrus.
Eskimo, ice hole, <u>walrus</u>	8. Mark the walrus.	

**PROGRAM** SOCIAL STUDIES 7 (3-13-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>I) Eskimo man giving tusks to boys</p> <p>Tusks, igloo, hill</p>	<p>I. (HOLD UP) The boys were given a special part of the walrus so they could make fishhooks to fish for salmon. What part of the walrus were they given?</p> <p>9. Mark the tusks.</p>	<p>The tusks.</p>
<p>J) Two boys with snare, by rocks</p> <p>Ice hole, snare, parka</p>	<p>J. (HOLD UP) Sometimes it is warmer in Alaska just like it is warmer here at times. When it is warmer in Alaska, Huluc and Sayac make a snare out of rope to catch birds. What do they use to catch birds?</p> <p>10. Mark the snare.</p>	<p>A snare.</p>
<p>K) Puffins sitting on rocks</p> <p>Mukluk, island, puffin</p>	<p>K. (HOLD UP) One of the birds they catch is called a puffin. Say puffin.</p> <p>11. Mark the puffin.</p>	
<p>L) Snare on rocks by puffins</p> <p>Ice, snare, tent</p>	<p>L. (HOLD UP) Here are Huluc and Sayac trying to catch a bird. They have put something on the rocks to catch the birds. What is it called?</p> <p>12. Mark the snare.</p>	<p>A snare.</p>
<p>M) Boys climbing rocks, carrying puffin</p> <p>Puffin, tusks, tent</p>	<p>M. (HOLD UP) One day Huluc and Sayac will be good hunters, too. Here they are going home with a bird they have caught in their snare. What is the name of the bird that they have caught?</p> <p>13. Mark the puffin.</p> <p>(PUT MATERIALS AWAY)</p>	<p>It is a puffin.</p>

**PROGRAM** SOCIAL STUDIES 8 (3-13-3b)

<b>MATERIALS:</b> Large globe Teacher pictures (TP) Student Booklets Marking pens Tape	<b>GENERAL PROCEDURES:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Select appropriate picture describing life in Africa or Alaska in marking booklet.	<b>VOCABULARY:</b> hut agbada sandals turban
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>Large globe</p> <p>(TP)</p> <p>A) African boy</p> <p>Eskimo, African, Caucasian</p> <p>B) Several huts in walled village compound</p> <p>House, igloo, hut</p>	<p>(PLACE LARGE GLOBE ON TABLE) Today we're going to visit another land on our globe.</p> <p>a. (POINT) The continent we are going to visit today is very near the equator. Since the land is near the equator, will it be a warm place or a cold place?</p> <p>b. What makes it warm?</p> <p>c. (POINT TO AFRICA) This is the continent we are going to visit. It is Africa, and we are going to learn about a special part of Africa called Nigeria. How many of you have heard of Nigeria?</p> <p>d. More people live in Nigeria than in any other part of Africa. We are going to see how these people live.</p> <p>A. (HOLD UP TEACHER PICTURE A) Here is an African boy named Adie. Adie lives in a village in Africa. There are many other boys in Africa just like Adie.</p> <p>1. Mark the African boy.</p> <p>B. (HOLD UP TEACHER PICTURE) This is the village where Adie lives and this is Adie's home (POINT). He lives in a round hut that is made of mud. Adie's hut was built without any windows so it would stay cool. What do we call Adie's house?</p> <p>2. Mark the hut.</p>		<p>If it is near the equator it is warm.                      The sun makes all the places near the equator warm.</p> <p>It is a hut.</p>



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>C) Boy in loose robe</p> <p>Agbada, parka, shirt and pants</p>	<p>C. (HOLD UP) Adie wears a loose robe that is called agbada. Let's all say agbada. The robe is big and loose so that Adie will be cool when he plays in the hot sun.</p> <p>3. Mark the agbada.</p>	
<p>D) Boy in robe putting on sandals</p> <p>Mukluks, sandals, tennis shoes</p>	<p>D. (HOLD UP) Adie wears sandals on his feet. There are many open places in his sandals so his feet will stay cool. What does Adie wear on his feet?</p> <p>4. Mark the sandals.</p>	<p>He wears sandals.</p>
<p>E) Old man wearing robe, turban, sandals</p> <p>Hat, turban, top of parka</p>	<p>E. (HOLD UP) Some of the older men in Adie's village wear pieces of cloth wrapped around their heads. The cloth is called a turban. Say turban.</p> <p>5. Mark the turban.</p>	
<p>F) Boy inside hut, putting on robe</p> <p>Parka, agbada, sweater</p>	<p>F. (HOLD UP) One day Adie's mother told him to go and put on a clean robe because they were going to visit another village. What do we call the robe that Adie puts on?</p> <p>6. Mark the agbada.</p>	<p>It is an agabada.</p>
<p>G) (SAME AS D)</p> <p>Boots, shoes, sandals</p>	<p>G. (HOLD UP) Adie knew they would be walking a long way so he put something on his feet to protect them from sharp stones. What did he put on his feet?</p> <p>7. Mark the sandals.</p>	<p>He put on his sandals.</p>

**PROGRAM** SOCIAL STUDIES 8 (3-13-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>H) (SAME AS B)</p> <p>House, tent, <u>hut</u></p> <p>I) Boy playing with friends in village</p> <p>African boy, Caucasian girl, Eskimo</p> <p>J) Two boys putting on turbans</p> <p>Sandals, <u>turban</u>, parka</p>	<p>H. (HOLD UP) After Adie and his mother had walked for many miles, he could see the homes of the other village. What are the homes called?</p> <p>8. Mark the hut.</p> <p>I. (HOLD UP) Soon Adie could see his good friend Yenka playing with some other African boys.</p> <p>9. Mark the African boy.</p> <p>J. (HOLD UP) The boys liked to put on the older men's hats when they played, to pretend they were the village chiefs. What are the men's hats called?</p> <p>10. Mark the turban.</p> <p>(PUT MATERIALS AWAY)</p>	<p>They are huts.</p> <p>They are turbans.</p>



<b>MATERIALS:</b> Large globe Teacher pictures (TP) Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Select appropriate picture describing food in Africa.	<b>VOCABULARY:</b> banana tree river bank yams
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
<p>Large globe</p> <p>A) African boy in loose robe</p> <p>Eskimo, African, Caucasian</p> <p>B) African boy pulling bananas from tree</p> <p>Banana tree, snare, flower</p>	<p>(PLACE LARGE GLOBE ON TABLE)</p> <p>a. Today we're going back to visit the warm continent where we were before. What is the name of that warm continent?</p> <p>b. Part of Africa is right on the equator (POINT) so it is very warm there all of the time.</p> <p>c. The parts of Africa that are not right on the equator (POINT TO TOP AND BOTTOM OF AFRICA) are not quite as warm as the middle.</p> <p>A. (HOLD UP TEACHER PICTURE A) Last time we met a boy named Adie. Is Adie an Eskimo? What is Adie?</p> <p>1. Mark the African boy.</p> <p>B. (HOLD UP B) It is very warm in Africa where Adie lives and many, many things grow there. Many fruits grow near Adie's village and one of his favorite fruits is bananas. Here is Adie near a banana tree. Did you know bananas grow upside down?</p> <p>2. Mark the banana tree.</p>	<p>It is Africa.</p> <p>No, Adie is not an Eskimo. Adie is an African boy.</p>	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>C) African boy kneeling by basket of yams</p> <p>Walrus, banana tree, <u>yams</u></p>	<p>C. (HOLD UP) Many vegetables grow in the part of Africa where Adie lives. One of Adie's favorite vegetables is yams. Yams are like potatoes. Here is Adie with a basket of his favorite vegetable. What is the vegetable?</p> <p>3. Mark the yams.</p>	<p>Adie's favorite vegetable is yams.</p>
<p>D) African boy fishing from river bank</p> <p>River bank, ice hole, igloo</p>	<p>D. (HOLD UP) Adie's village is near a large river. Just like Huluc and Sayac, the Eskimo boys, Adie catches fish to eat. But Adie does not have to cut a hole in the ice when he wants to fish. His village is in the warm part of Africa and there is no ice. Adie can fish from the bank of the river. Where does Adie fish?</p> <p>4. Mark the bank of the river.</p>	<p>Adie fishes from the bank of the river.</p>
<p>E) Chickens eating near hut</p> <p>Walrus, salmon, <u>chicken</u></p>	<p>E. (HOLD UP) One of the foods that Adie eats is the same as a food that you eat. The food is chicken. Chickens like the warm weather of Africa where they can be outside and find things to eat.</p> <p>5. Mark the chicken.</p>	
<p>F) Boy pointing to banana tree, talking to mother</p> <p>Basket of yams, <u>banana tree</u>, fish</p>	<p>F. (HOLD UP) Here Adie's mother tells him that his friend Yenka is coming to stay for a day. She tells Adie to think of some things that Yenka likes to eat. That is easy, because Yenka likes all of Adie's favorite foods. He likes Adie's favorite fruit. (POINT) What is that?</p> <p>6. Mark the bananas.</p>	<p>Adie's favorite fruit is bananas.</p>

**PROGRAM** SOCIAL STUDIES 9 (4-03-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>G) Boy kneeling by basket, holding yam.</p> <p><u>Yams</u>, hut, puffin</p>	<p>G. (HOLD UP) Adie also wants to have his favorite vegetable for Yenka. What is Adie's favorite vegetable?</p> <p>7. Mark the yams.</p>	<p>The vegetable is yams.</p>
<p>H) Two boys with fishing gear, on river bank</p> <p>Iglloo, ice hole, <u>river bank</u></p>	<p>H. (HOLD UP) Adie said, "Let's go fishing, Yenka. We have a good place to fish." Where do the African boys fish?</p> <p>8. Mark the bank of the river.</p>	<p>They fish from the bank of the river.</p>
<p>I) Two boys near hut, among chickens</p> <p>Walrus, salmon, <u>chicken</u></p>	<p>I. (HOLD UP) Adie said, "We may not catch any fish, but Mother has something else she can fix for us to eat." What could Adie's mother fix for the boys to eat?</p> <p>9. Mark the chicken.</p>	<p>She could fix chicken.</p>
	<p>(PUT MATERIALS AWAY)</p>	

PROGRAM SOCIAL STUDIES 10 (4-04-1b)

<b>MATERIALS:</b> Large globe Student Booklets Marking pens Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, and supervises booklet marking.	<b>OBJECTIVE(S):</b> (SAME AS SOCIAL STUDIES 8)	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Large globe	<p>(PLACE LARGE GLOBE ON TABLE)</p> <p>A. We have visited two lands. One is a cold land and one is a warm land. Which land is far away from the equator, the cold land or the warm land?</p> <p>B. What is the name of the cold land?</p> <p>C. What is the land that is <u>on</u> the equator?</p> <p>D. Is Africa a warm land or a cold land?</p> <p>E. What makes a land cold or warm?</p> <p>F. (POINT) Here is Alaska and here is Africa (POINT). There is more sunshine here on the equator than on any other part of the earth. Lands that are far away from the equator (POINT TO NORTH AND SOUTH POLES) do not get much sun.</p> <p>We are going to mark some pictures of things we have learned about the people in Alaska and Africa.</p> <p>1. People who live in different lands do not always look the same. Here are three boys who live in different lands. Mark the boy who lives in Alaska.</p> <p>2. Now mark the boy who lives in Africa.</p> <p>(SAME AS #1)</p>		<p>The cold land is far away from the equator.</p> <p>The land is called Alaska.</p> <p>That land is Africa.</p> <p>Most of Africa is warm.</p> <p>There is more sun near the equator; the sun makes a land warm or cold.</p>

Eskimo, African,  
Caucasian

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**Program** SOCIAL STUDIES 10 (4-04-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
House, igloo, hut	<p>3a. One of these is Adie's house. Adie lives in Africa. What is his house called?</p> <p>b. Could an Eskimo boy live in a hut in Alaska?</p> <p>c. Mark the hut.</p>	<p>It is a hut. No, it would be too cold.</p>
Mukluks, sandals, tennis shoes	<p>4a. What do we call the shoes that people in Africa wear?</p> <p>b. Mark the sandals.</p>	<p>They are sandals.</p>
Yams, bananas, fish	<p>5a. If the boy in Africa is hungry he could eat some fruit. What kind of fruit could Adie find in Africa?</p> <p>b. Do you think there are bananas in Alaska?</p> <p>c. Why don't bananas grow in Alaska?</p> <p>d. Mark the bananas.</p>	<p>He could find bananas. No. It is too cold for bananas to grow.</p>
Yams, banana, fish	<p>6a. Adie, the African boy, might want some vegetables to eat. If he digs in the ground he can find some vegetables that are like potatoes. What are they called?</p> <p>b. Mark the yams.</p>	<p>They are yams.</p>
Agbada, parka, shirt and pants	<p>7a. Our friend Sayac in Alaska has to wear special warm clothing. What do we call the coat he wears?</p> <p>b. Mark the parka.</p>	<p>It is a parka.</p>
Mukluks, sandals, tennis shoes	<p>8a. Sayac needs special shoes to keep his feet warm. What are these shoes called?</p> <p>b. Do you think Eskimo boys could wear sandals in Alaska?</p> <p>c. Mark the mukluks.</p>	<p>They are mukluks. No, it is too cold.</p>
Igloo, ice hole, river bank	<p>9a. When Sayac is hungry will he find fruit to eat?</p> <p>b. What will he eat?</p> <p>c. How do Eskimos fish in Alaska?</p> <p>d. Do African boys fish through a hole in the ice?</p> <p>e. Mark the hole in the ice. (PUT MATERIALS AWAY)</p>	<p>No. He will eat fish. They make a hole in the ice and fish through it. No, there is no ice in Africa; it is too warm.</p>

PROGRAM SOCIAL STUDIES 11 (4-05-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher pictures (TP) Student Booklets Marking pens Tape	Teacher presents taped commentary, holds up pictures, and supervises booklet marking.	(SAME AS SOCIAL STUDIES 8)	
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
	<p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>a. We have been learning about people who live in two different places on the earth. What are the names of the two lands?</p> <p>b. Is Africa a warm land or a cold land?</p> <p>c. Is Alaska a warm land or a cold land?</p> <p>d. People who live in cold lands will wear different clothing than people who live in warm lands. They will eat different food and the animals who live in the lands will be different, too.</p> <p>Now, let's mark some pictures of things we have learned about the clothing, food, and animals in Alaska and Africa.</p> <p>A. (HOLD UP PICTURE A) Here is Sayac's home in Alaska. What is his home called? Could there be an igloo in Africa? Why can't there be an igloo in Africa?</p> <p>1. Mark the igloo.</p> <p>B. (HOLD UP) Adie, the African boy, dresses in special clothing. What is Adie wearing? Would Sayac wear an agbada in Alaska? Why wouldn't Sayac wear an agbada in Alaska?</p>		<p>The lands are Alaska and Africa. Most of Africa is warm. Most of Alaska is cold.</p>
(TP) A) Two Eskimo boys in front of igloo  House, <u>igloo</u> , hut			<p>It is called an igloo. No. There is no snow in Africa; it is a warm land.</p>
B) Boy in loose robe			<p>Adie is wearing a robe called an agbada. No. The agbada wouldn't keep Sayac warm enough; Alaska is a cold land.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Agbada, parka, shirt and pants	2. Mark the agbada.	
C) Eskimo boys looking down in ice hole	C. (HOLD UP) In Alaska they cut a hole through the ice when they fish. Do they cut a hole through the ice to fish in Africa? Why don't the fisherman cut holes in the ice in Africa?	No. Africa is a warm land. There is no ice on the rivers. It is a salmon.
Salmon, mukluk, ice hole	What is the name of a fish they catch in Alaska?	
D) African boy fishing from bank of river	3. Mark the salmon.	
River bank, ice hole, igloo	D. (HOLD UP) Where does Adie stand when he fishes in Africa?	He stands on the bank of the river.
E) Walrus sitting on ice	4. Mark the bank of the river.	
Salmon, mukluk, walrus	E. (HOLD UP) In Alaska, there is an animal that can live in the ice and snow. What is this animal called?	It is a walrus.
F) Two boys with snare, on rocks	5. Mark the walrus.	
Ice hole, snare, parka	F. (HOLD UP) In Alaska, when the sun shines and it is warm, the boys hunt for birds. What do they use to catch the birds?	They use a snare.
G) Puffins sitting on rocks	6. Mark the snare.	
Mukluk, island, puffin	G. (HOLD UP) This is a bird they hunt in Alaska. What is it called?	It is a puffin.
	7. Mark the puffin.	



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
I) Eskimo boy  Agbada, parka, shirt and pants	I. (HOLD UP) Sayac is an Eskimo. He lives in Alaska. Is it warm in Alaska? What does Sayac wear to keep his body warm? 9. Mark the parka.	No, it is cold in Alaska. He wears a parka.
J) (SAME AS I)  Salmon, mukluk, ice hole	J. (HOLD UP) What does he wear to keep his feet warm? 10. Mark the mukluks.	He wears mukluks.
K) (SAME AS I)  House, igloo, hut	K. (HOLD UP) What is Sayac's house called? 11. Mark the igloo.	It is an igloo.
L) (SAME AS I)  Salmon, mukluk, ice hole	L. (HOLD UP) Does Sayac get fresh fruits and vegetables to eat? 12. Mark the food Sayac eats in Alaska.	No.
M) African boy  Agbada, parka, shirt	M. (HOLD UP) Adie is a Nigerian. He lives in Africa. Is it warm in Africa? 13. Mark the agbada.	Yes, where Adie lives it is very warm.
N) (SAME AS M)  Boots, slippers, sandals	N. (HOLD UP) What does Adie wear on his feet? 14. Mark the sandals.	He wears sandals.
O) (SAME AS M)  House, igloo, hut	O. (HOLD UP) What is Adie's house called? 15. Mark the hut.	It is a hut.
P) (SAME AS M)  Walrus, bananas, yams	P. (HOLD UP) Does Adie eat fruit and vegetables? 16. Mark the foods that Adie eats in Africa.	Yes.
Eskimo, African, Caucasian Eskimo, African, Caucasian	17. Mark the boy who lives in a warm land. 18. Mark the boy who fishes through a hole in the ice. (PUT MATERIALS AWAY)	



PROGRAM SOCIAL STUDIES 12 (4-05-3b)

<p><b>MATERIALS:</b> Large globe Teacher pictures (TP) Student Booklets Marking pens Tape</p>	<p><b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, holds up pictures, and supervises booklet marking.</p>	<p><b>OBJECTIVE(S):</b> Select appropriate picture describing modes of transportation in Africa.</p>	<p><b>VOCABULARY:</b> transportation dugout canoe bicycle camel</p>
<p><b>VISUAL</b></p>	<p><b>AUDITORY (TEACHER COMMENTARY)</b></p>		<p><b>CONFIRMATION</b></p>
<p>Large globe</p> <p>A) African boy</p> <p>B) Boy getting in dugout canoe with men</p> <p>Steamship, sailboat, <u>dugout canoe</u></p>	<p>(PLACE LARGE GLOBE ON TABLE) Today we are going to learn more about people in Africa and Alaska.</p> <p>a. (RUN FINGER FROM EQUATOR TO NORTH POLE) What is the name of the land that is far away from the equator?</p> <p>b. (POINT TO ALASKA) Is this land cold or warm?</p> <p>c. What is the name of the land that is close to the equator?</p> <p>d. (POINT TO AFRICA) Is Africa warm or cold?</p> <p>e. Let's learn about transportation in Nigeria. We are going to learn how people in Nigeria get from one place to another, and how they carry things from place to place.</p> <p>A. (HOLD UP PICTURE A) Here is our friend Adie. Adie is very happy because today he is going with the older men down the river to visit another village.</p> <p>B. (HOLD UP B) Adie is going to travel down the river in a <u>dugout canoe</u>. There is room for Adie and for a few of the older men in the dugout. What do the African men use to travel down the river?</p> <p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>1. Mark the dugout canoe.</p>		<p>The land is Alaska. Alaska is a cold land. It is Africa.</p> <p>The part of Africa that is on the equator is very warm.</p> <p>A dugout canoe.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>C) Boy in boat watching friend ride bike along river bank.</p> <p>Scooter, <u>bicycle</u>, car</p>	<p>C. (HOLD UP) Adie's friend Yenka wants to go, too, but there is no more room in the dugout. Yenka finds another way to travel to the other village. What is he riding?</p> <p>2. Mark the bicycle.</p> <p>Now we know two good ways that people in Africa can travel from one place to another. What are they?</p>	<p>Yenka is riding a bicycle.</p> <p>They can use a dugout canoe or a bicycle.</p>
<p>D) Man riding on camel</p> <p><u>Camel</u>, elephant, dog</p> <p>E) Boy with basket, paddle in dugout</p> <p><u>Canoe</u>, kyack, houseboat</p>	<p>D. (HOLD UP) In other parts of Africa, people travel on camels from place to place. What is another way of traveling in Africa?</p> <p>3. Mark the camel.</p> <p>E. (HOLD UP) Adie is bringing a basket of yams to his friends in the other village. How did he bring the basket of yams?</p> <p>4. Mark the dugout canoe.</p>	<p>They ride camels in some parts of Africa.</p> <p>He brought them in a dugout canoe.</p>
<p>F) Boy with basket on head walking away from boat</p> <p>Boy pulling wagon, <u>boy</u> with basket on head, <u>boy</u> carrying basket</p>	<p>F. (HOLD UP) When Adie got to the village, he took the basket out of the canoe. "How can I get the basket from the river bank up to the village," he asked. One of the older men told him to put the basket of yams on his head and walk to the village. How can Adie carry the basket of yams to the village?</p> <p>5. Mark the picture that shows how Adie carries his basket to the village.</p>	<p>He can carry them on his head.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>G) Boy helping friend tie basket on back</p> <p>Boy pulling wagon, <u>basket on back of bicycle</u>, boy with basket on head</p> <p>Jeep, horse, <u>bicycle</u></p> <p><u>Camel</u>, horse, bicycle</p>	<p>G) (HOLD UP) On his way to the village, Adie met his friend Yenka. Adie said, "I'm tired of carrying this basket on my head. Will you carry it for me?" "Yes," said Yenka, "I can tie it on my back." Where does Yenka tie the basket?</p> <p>Mark another way people carry things in Africa.</p> <p>7. Mark the picture that shows how Yenka got to the village.</p> <p>8. We learned about a special animal that people ride in Africa. What is it? Mark the camel.</p> <p>Next time we will learn about transportation in Alaska.</p> <p>(PUT MATERIALS AWAY)</p>	<p>The ties it on his back.</p> <p>It is a camel.</p>

<b>MATERIALS:</b> Student Booklets Marking pens Teacher Pictures (TP) Tape	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, holds up pictures, and supervises booklet marking.	<b>OBJECTIVE(S):</b> Select appropriate picture describing modes of transportation in Alaska.	<b>VOCABULARY:</b> oomiak kyack snowshoes dog sled
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>	<b>CONFIRMATION</b>	
(TP) A) African boy in dugout	<p>Last time we visited Africa we learned about transportation in Nigeria. We learned the ways people travel and how they carry things from place to place. Today we're going to learn about transportation in Alaska.</p> <p>a. First, let's see what we know about Alaska. Is Alaska warm or cold?</p> <p>b. Do you think people in Alaska can travel by boat?</p> <p>A. (HOLD UP PICTURE A) Here is Adie in his boat in Africa. What is his boat called?</p> <p>A dugout is made from the trunk of a big tree. Do you think Huluc in Alaska would have a dugout?</p> <p>Do they use boats for transportation in Alaska?</p> <p>The men in Alaska make boats too, but they are made of animal skins. What do they use to make boats in Alaska?</p> <p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>B. (HOLD UP B) Here is Huluc in his boat in Alaska. His boat is called an <u>oomiak</u>. Say oomiak.</p> <p>What do they use to make boats in Alaska?</p> <p>Huluc is traveling in a large boat made out of animal skins. What is this boat called?</p> <p>1. Mark the oomiak.</p>	<p>Alaska is a cold country.</p> <p>Yes, sometimes they travel by boat.</p> <p>It is a dugout canoe.</p> <p>No, there are no big trees in Alaska.</p> <p>Yes, they use boats in Alaska.</p> <p>They use animal skins.</p> <p>They use animal skins.</p> <p>It is an oomiak.</p>	
B) Eskimo boy and men wearing parkas, in oomiak  Oomiak, houseboat, dugout			

**Program** SOCIAL STUDIES 13 (4-07-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
C) Boy in oomiak  Parka, suit, agbada	C. (HOLD UP) Huluc is going on a trip with the men of his village. He is wearing a warm coat. What is this coat called?  2. Mark the parka.	It is a parka.
D) Eskimo boy wearing mukluks and snowshoes  Slippers, mukluks, boots	D. (HOLD UP) After Huluc and the men left in their big oomiak, Sayac, Huluc's friend, came to Huluc's house. Sayac used a different kind of transportation. How did he get to Huluc's house? Sayac lives close by, so he walked. Did he wear sandals?  3. Mark the mukluks.	He walked.  No, he wore mukluks to keep his feet warm.
E) (SAME AS D)  Sandals, mukluks, snowshoes	E. (HOLD UP) Look carefully at this picture again. Is Sayac wearing anything else on his feet? In Alaska it is hard to walk on top of the snow, so they wear special shoes. What are these shoes called?  4. Mark the snowshoes.	Yes, he is wearing snowshoes.  They are snowshoes.
F) Boy in front of igloo talking to woman  Oomiak, houseboat, dugout	F. (HOLD UP) "Where is Huluc?" Sayac asked. What do you think Huluc's mother said? "How did he go?" asked Sayac.  5. Mark the oomiak.	She said, "Huluc went to visit the next village. He went in the oomiak."
G) Eskimo woman pointing to kyack  Kyack, houseboat, sailboat	G. (HOLD UP) Sayac was sad. "I want to go, too," he said. "Here," said Huluc's mother, "we have another boat. It is our kyack."  6. Mark the kyack.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
H) Kyack	H. (HOLD UP) "The kyack is only big enough for one person, but it is a good boat. Take care of it," Huluc's mother said to Sayac. Huluc's little brother wanted to go too. Do you think he can get in the kyack with Sayac?	No, the kyack is only big enough for one person. It is a kyack.
Sailboat, <u>kyack</u> , houseboat	7. Mark the small boat that Sayac used. What is the small boat called?	The big boat is an oomiak.
I) Eskimo boy and men in oomiak nearing shore	I. (HOLD UP) Huluc was getting close to the village. What is the name of his big Eskimo boat?	No, Sayac is traveling in the kyack. They can use a dog sled for transportation.
J) Eskimo with packages on dog sled	J. (HOLD UP) "Look," said Huluc. "There is someone riding in a dog sled." A dog sled is another way to travel in Alaska. "Maybe it is my friend Sayac using the dog sled to meet us at the village." Do you think it is Sayac? What is another way Eskimos can travel and carry things from place to place?	In the kyack.
Car, bicycle, <u>dog sled</u>	8. Mark the dog sled.	They put on snowshoes.
K) Boy in kyack waving to friend in oomiak	K. (HOLD UP) Sayac went fast in the kyack. Soon he caught up with Huluc. "Hey," Huluc Called. "Wait for me." What was Sayac riding in?	In the kyack.
L) Boys in snowshoes running to village; kyack tied to oomiak	L. (HOLD UP) Huluc jumped out of the oomiak. Sayac got out of the kyack. He tied the kyack to the oomiak. Then both boys put on their snowshoes and raced across the ice. What did they put on their feet?	
Sandals, mukluks, <u>snowshoe</u>	9. Mark the snowshoes.	

**PROGRAM** SOCIAL STUDIES 13 (4-07-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>M) (SAME AS L)</p> <p><u>Walrus</u>, salmon, bear</p> <p><u>Oomiak</u>, dugout, kyack</p> <p>Dog sled, <u>kyack</u>, dugout</p> <p><u>Snowshoes</u>, sandals, mukluk</p> <p>Oomiak, snowshoes, <u>dog sled</u></p>	<p>M. (HOLD UP) The men waved and called to the boys. "We'll be back before night," they said. "We are going to hunt for walrus in our big boat. What animal will they hunt for food and skins?"</p> <p>10. Mark the walrus.</p> <p>11. Now let's see how many of the kinds of transportation you can remember. Mark the oomiak.</p> <p>12. Mark the kyack.</p> <p>13. Mark the snowshoes.</p> <p>14. Mark the dog sled.</p> <p>(PUT MATERIALS AWAY)</p>	<p>They will hunt walrus.</p>



PROGRAM SOCIAL STUDIES 14 (4-09-2a)

MATERIALS: Student Booklets Marking pens Teacher pictures (TP) Tape	GENERAL PROCEDURE: Teacher presents taped commentary, holds up pictures, and supervises booklet marking.	OBJECTIVE(S): (SAME AS SOCIAL STUDIES 8)	VOCABULARY:
VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
<p>(TP)</p> <p>A) Boy by dugout on river bank, women carrying baskets, men on bikes</p> <p>Steamship, sailboat, <u>dugout</u></p> <p>B) Eskimo boy by kyack, men carrying animal pelts to sleds</p> <p>Canoe, houseboat, <u>kyack</u></p> <p>C) Eskimo men putting pelts in oomiak</p> <p>Tugboat, <u>oomiak</u>, dugout</p> <p>D) African boy in dugout watching friend ride bicycle</p>	<p>(HAND OUT BOOKLETS AND MARKING PENS)</p> <p>A. (HOLD UP PICTURE A) It is market day in Africa and everyone in Adie's village is going to market. Adie travels down the river to the market in a boat. What is his boat called?</p> <p>1. Mark the dugout canoe.</p> <p>B. (HOLD UP B) It is also market day in Alaska. All the men in Sayac's village are going to the trading post to sell their animal skins. Sayac travels to the trading post in a very small boat made of animal skins. What is his boat called?</p> <p>2. Mark the kyack.</p> <p>C. (HOLD UP) The older men of Sayac's village need a bigger boat to carry all their animal skins to the trading post. What is their big boat called?</p> <p>3. Mark the oomiak.</p> <p>D. (HOLD UP) On his way down the river to the market, Adie the African boy, sees his friend Yenka riding along the river bank. What is Yenka riding?</p>		<p>Adie's boat is a dugout canoe.</p> <p>Sayac's boat is a kyack.</p> <p>The big boat is an oomiak.</p> <p>Yenka is riding a bicycle.</p>



VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>Scooter, <u>bicycle</u>, car</p> <p>E) Eskimo boy in <u>kyack</u> watching friend in snowshoes walk in snow</p> <p>Boots, tennis shoes, <u>snowshoes</u></p>	<p>4. Mark the bicycle.</p> <p>E. (HOLD UP) On his way to the trading post, Sayac the Eskimo boy, sees his friend Huluc walking through the deep snow. Huluc is wearing special shoes. What are they called?</p> <p>5. Mark the snowshoes.</p> <p>Do you think Adie our African friend, would wear snowshoes? Why not?</p>	<p>They are called snowshoes.</p>
<p>F) African boy, wearing agbada and sandals, with basket on head</p> <p>Boy pulling wagon, basket on boy's head, boy carrying basket</p>	<p>F. (HOLD UP) When Adie the African boy, gets to market, he buys a new agbada and a pair of sandals. He carries them in a basket to his canoe. How does Adie carry his basket?</p> <p>6. Mark the way Adie carries his basket.</p>	<p>No, there is no snow in the middle of Africa where Adie lives. It is too warm.</p> <p>He carries it on his head.</p>
<p>G) African boy holding bunch of bananas</p> <p>Bananas, apples, oranges</p>	<p>G. (HOLD UP) Adie's friend Yenka also buys something at the market. Yenka buys his favorite fruit. What is the name of this fruit?</p> <p>7. Mark Yenka's favorite fruit.</p> <p>Do you think that Sayac could buy bananas in Alaska? Why not?</p>	<p>Yenka buys bananas.</p> <p>No, bananas will not grow in Alaska. It is too cold.</p>
<p>H) Eskimo boy putting parka and mukluks on dog sled</p>	<p>H. (HOLD UP) At the trading post in Alaska Sayac trades his animal skins for a new parka and a pair of mukluks. How does he carry them from the trading post to his kyack?</p>	<p>He uses a dog sled.</p>

**PROGRAM** SOCIAL STUDIES 14 (4-09-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Snowshoes, bicycle, dog sled	8. Mark the dog sled.	
I) Eskimo boy holding salmon	I. (HOLD UP) Sayac's friend Huluc decides to buy something for dinner. He buys his favorite fish. What is the name of this fish?	It is a salmon.
Goldfish, salmon, whale	9. Mark Huluc's favorite fish.	
J) African woman standing by camel, rolled rug tied on its back	J. (HOLD UP) In Africa Adie's mother has bought a new rug. It is too big to carry in a basket on her head. There is a big animal she can use to help her carry the rug. What is the animal called?	It is a camel.
Camel, horse, bicycle	10. Mark the camel.  (PUT MATERIALS AWAY)	

**PROGRAM** SOCIAL STUDIES 15: REVIEW (4-15-1)

<b>MATERIALS:</b> Large globe Yellow balloon Tape Teacher pictures	<b>GENERAL PROCEDURE:</b> Teacher presents taped commentary, demonstrates, holds up pictures, and elicits choral responding.	<b>OBJECTIVE(S):</b> (SAME AS SOCIAL STUDIES 1-14)	<b>VOCABULARY:</b>
<b>VISUAL</b>	<b>AUDITORY (TEACHER COMMENTARY)</b>		<b>CONFIRMATION</b>
Large globe	<p>(PLACE LARGE GLOBE ON TABLE) Today we will see how well we remember what we learned about the earth and people who live on it.</p> <p>1a. (POINT) What is this?</p> <p>b. What is the shape of the earth?</p> <p>c. Is the earth a star or a planet?</p>		<p>It is a globe of the planet earth.                      The earth is round.                      The earth is a planet.</p>
Balloon	<p>2a. (HOLD UP) Let's pretend this yellow balloon is the sun.                      Is the sun a star or a planet?</p> <p>b. Remember, the earth moves in two ways at the same time. It revolves and it rotates. (SPIN GLOBE) What is the earth doing now?</p> <p>c. (MOVE GLOBE IN CIRCULAR DIRECTION AROUND BALLOON) What is the earth doing now?</p> <p>d. (SPIN AND MOVE GLOBE AROUND SUN) Now the earth is moving in two ways at the same time. Tell me, what are the two ways the earth moves?</p> <p>3. Tell me, does the sun shine all the time?</p> <p>4. The sun gives the earth heat and light. What does the sun give us?</p> <p>5a. (POINT TO EQUATOR) This is the hottest part of the earth. The sun shines more on this part of the earth. What do we call this part of the earth?</p>		<p>The sun is a star.                      It is rotating.                      It is revolving around the sun.                      The earth rotates and revolves around the sun.                      Yes, the sun shines all the time.                      Heat and light.                      The equator.</p>

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	5b. Is the land near the equator warm or cold?	The land near the equator is warm.
	6a. (POINT TO AFRICA) Here is Africa. Is Africa a warm or cold land?	Africa is warm.
	b. Why is Africa a warm land?	Africa is close to the equator.
	7a. (POINT TO ALASKA) We also learned about people who live here. What is the name of this land?	Alaska.
	b. Is Alaska a warm or a cold land?	Alaska is a cold land.
	c. Why is Alaska cold?	Alaska is cold because it is far from the equator.
	8. The earth is covered with land (POINT TO LAND AREAS), and with water (POINT TO OCEANS). The blue parts of the earth are oceans. Oceans are large bodies of water. What do we call the big bodies of water?	Oceans.
	9. The big bodies on land are called continents. People live on the continents all over the earth. Where do people live on the earth?	People live on continents.
	10a. (POINT TO NORTH AMERICA) The continent where we live is called North America. What is the name of the continent where you live?	North America.
	b. (POINT TO LOS ANGELES) What is the name of the city where you live?	Los Angeles is the city where you live.
	Now let's see how well we remember what we learned about the people who live in Alaska and Africa.	
	A. (HOLD UP TEACHER PICTURE) What is the name of the land where this boy lives?	Alaska.
	What do we call the people who live in Alaska?	We call them Eskimos.
	(POINT TO IGLOO) What do we call the Eskimo's house?	An igloo.

Eskimo boy wearing parka and mukluks, standing by igloo

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>African boy wearing agbada and sandals, standing by hut</p>	<p>A. (POINT TO PARKA) Eskimos wear heavy clothes to keep them warm. What do we call this special jacket? (POINT TO MUKLUKS) What do we call these special shoes?</p>	<p>A parka. Mukluks keep the Eskimo's feet warm.</p>
<p>Kyack, dog sleds, boy with snowshoes, men carrying packages</p>	<p>B. What is the name of the land where this boy lives? (POINT TO HUT) What do we call the African boy's house? (POINT TO AGBADA) The African boy wears a loose robe. What do we call it? (POINT TO SANDALS) The African boys wear special shoes to keep their feet cool. What do we call the shoes?</p> <p>C. In Alaska there is snow and ice on the ground so the Eskimos have special ways of transporting packages and people. (POINT TO SLED) In Alaska, Eskimos use sleds to carry the men and packages over the snow. What do we call the sled? (POINT TO SNOWSHOES) The Eskimos wear special shoes over their mukluks so that they can walk easier when the snow is very deep. What do we call these shoes? (POINT TO KYACK) One Eskimo can use a special boat to carry his packages across the water. What do we call this boat?</p>	<p>Africa. A hut. An agbada. Sandals.</p> <p>A dog sled. Snowshoes. Kyack.</p>
<p>Oomiak and kyack</p>	<p>D. In this picture we see two kinds of boats that Eskimos use in Alaska. They make these boats out of animal skins. The boat that is big enough to carry more than one man is called an oomiak. (POINT TO OOMIAK) What do we call this boat? (POINT TO KYACK) What do we call the boat that carries only one Eskimo?</p>	<p>An oomiak. A kyack.</p>

**PROGRAM** SOCIAL STUDIES 15: REVIEW (4-15-1)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<p>African village: Women carrying baskets on heads, boy with package strapped to back, boy riding bicycle, dugout canoe</p>	<p>E. In Africa, there are many ways to carry things and transport people. (POINT) The women in the village carry their packages in a special place. How do they carry their baskets? (POINT TO BOY WITH PACKAGE) What is another way African people carry their packages? (POINT TO BOY ON BICYCLE) Look at this African boy. What is he using to travel from place to place? (POINT TO DUGOUT) African people make boats cut from a tree trunk to carry packages and people on the rivers. What do we call these boats?</p>	<p>African women carry baskets on their heads. They wrap their packages and tie them to their backs. He is riding a bicycle.</p>
<p>Eskimo boys near ice hole, one boy holding salmon, walrus nearby</p>	<p>F. These Eskimo boys are fishing for food. How do they fish in Alaska? What kind of fish do they catch? (POINT TO WALRUS) Look at this walrus. In Alaska they use the skins and tusks from this animal to make boats, tools, and jewelry. What is the name of this animal?</p>	<p>Dugout canoes. They cut a hole in the ice and fish through it. Salmon.</p>
<p>African boys fishing</p>	<p>G. In Africa they also use fish for food. Where do they catch fish in Africa?</p>	<p>A walrus. In the rivers.</p>
<p>African boys in yard with chickens, basket of yams under banana tree</p>	<p>H. Africa is a warm land so the people are able to grow some of their favorite foods like bananas and yams. They grow mostly fruits and vegetables. (POINT TO BANANA TREE) What do we call this fruit that grows upside down in a tree? (POINT TO YAMS) What do we call the vegetable they grow in the ground? (POINT TO CHICKENS) The African people also raise animals for food. What do we call these animals? Today we talked about people in Alaska and Africa. We saw how they live, what they wear, how they travel and what they eat. (PUT MATERIALS AWAY)</p>	<p>Bananas grow in Africa. Yams. Chickens.</p>